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ABSTRACT

This guide, one of four, is a product of the Project on Social Architecture in Education, initiated to find out what it takes to develop a program and a working social system for a new school. The project began with interviews with school planners and consultants, then moved to the study of six new innovative public schools for a two-and-a-half year period. The four guides are the result of creating learning materials from the field reports and case studies of the research team. They are intended to be helpful to anyone whose mission is to create a new program, a newly opened building, or a radically redesigned school setting. The first guide helps orient the reader to the planning enterprise. After dealing with such issues as the composition of the planning group and planning skills, it sets out the primary planning tasks for a new school. The guides consist of readings to be done individually and exercises to be done individually and/or with a group. The exercises are open-ended and self-analyzing. The materials in each guide are divided into separate modules that may be used independently of one another. Case study illustrations have been printed in italics and boxed to highlight them for easy retrieval. The last section of each guide is a resources piece that lists all references used in the text. (Author/MLF)

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MAPPING NEW SCHOOLS

1: SETTING THE STAGE FOR PLANNING

part 1 in a series of four new-school planning guides

EA 011 512

MAPPING
NEW
SCHOOLS

1: SETTING THE STAGE FOR PLANNING

by Beverly Loy Taylor
Center for Policy Research
New York City

This volume is a portion of the Final Report, Grant NIE-G-74-0051, "Designing and Starting Innovative Schools: A Field Study of Social Architecture in Education," Matthew B. Miles, Principal Investigator. The Final Report contains the following parts:

PART I: INTRODUCTION

Executive Summary
New Schools as a Strategy for Educational Improvement
Planning and Implementing New Schools: A General Framework

PART II: RESEARCH METHODS

Project Overview
Research Methods
  Appendices

PART III: CASE STUDIES

Westgate Schools: A Case Study of Two Open-space Elementary Schools
Change and Conflict: Educational Innovation in Community Context
Innovation in Lakeport
  College High School: A Planning Case Study
  The Founding of Julius Appelbaum High School
Arts Coop: An Experimental High School Program

PART IV: CONCLUSIONS

Reflections on the Case Studies
Implications and Advice

PART V: MAPPING NEW SCHOOLS--A SERIES OF FOUR NEW-SCHOOL PLANNING GUIDES

Guide 1: Setting the Stage for Planning
Guide 2: Designing Your School
Guide 3: Mapping Your School's Environment
Guide 4: Making Your School Work

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TABLE OF CONTENTS

Exercises v
Acknowledgments vii
Foreword ix
About These Guides xiii

INTRODUCTION: FOR STARTERS 1

1: THE P/I GROUP GETS TOGETHER 5

- What is a P/I group? 8
- Who should be in the P/I group? 9
- How will the P/I group function? 15
  - Group climate and norms 16
  - Use of time at meetings 19
  - Members' differences 21
  - Managing conflicts 26
- How will the P/I group make decisions? 32
  - Methods of decision making 32
  - Steps in decision making 37
  - Aids to group decision making 42
  - Role of the leader in group decision making . . 42

2: P/I ACTIVITIES 45

- What are the primary P/I tasks? 51
  - Political stabilization 51
  - Knowledge utilization 54
  - Vision development 56
  - Social system design 58
  - Actualization of school 59
  - Institutionalization of school 62

3: ADAPTIVE PLANNING 69

- How can the P/I group get feedback? 72
  - Collecting data 72
  - Using data 77
- How can the P/I group deal with uncertainty? . . . 79
  - Pointers for dealing with uncertainty 79
  - A follow-through model for contingency planning 87

MORE...

How can the P/I group use consultants? 90
  Areas in which consultants may be used 90
  Phases of a consulting relationship 93
  Considerations in selecting consultants . . . 95

4: A PLAN FOR PLANNING 99

What goes into a plan for planning? 105
How can the P/I group make a plan for planning? . 107

EPILOGUE: CREATING A NEW SETTING 117

RESOURCES R-1

Small groups and meetings R-3
Organizations R-4
Organizational design R-5
Organizational development R-6
Networks R-8
The community R-9
Planning R-9
Implementation R-11
Inservice education R-12
Alternative staffing R-12
Organizing for instruction R-14
Multi-cultural education R-16

EXERCISES

1: WHO'S WHO 13
Determining types of members for the group

2: GROUP VITA 23
Identifying strengths within the group

3: JEKYLL AND HYDE 29
Getting insight into members' meeting behaviors

4: HOW WE DECIDE 35
Identifying the group's decision-making structure

5: THE MISSING LINK 49
Imagining what would happen if the school had no planners

6: IN-BASKET/OUT-BASKET 65
Making group decisions with real or simulated data

7: ANTICIPATION 83
Writing a scenario to explore the future

8: ISSUE TREES 85
Examining the implications of an event before it occurs

9: DO WE WANT HELP? 97
Considering the question of using consultants

10: A BAD DREAM 103
Putting oneself in the role of implementer in order to plan for the worst that could happen

11: MAKE YOUR PLAN FOR PLANNING 109
Determining activities, timelines, and division of labor for primary planning tasks

12: SEND A MEMO TO YOURSELVES 115
Stating the merits of your plan for planning

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We are also grateful to our collaborators in the six schools studied by the Project, who must nobly go unidentified. Their willingness to be studied -- and the interest many had in helping us think through the thorny problems of planning and implementation in new schools -- has helped immensely in making these guides concrete and, we hope, useful.

The colleagues who joined us in the work conferences that launched the conceptualization and invention process for these guides deserve our warm thanks. They are, in addition to our school collaborators: Donna Allender, Jerome Allender, Marc Bassin, Adrian Biagioli, Bob Chasnoff, Felicia Clark, David Crandall, Emily Feistritzer, Elisabeth Hansot, Robert Horn, Joe Krevisky, Ann Lieberman, Larry Lipsitz, Lynne Miller, Gene Mulcahy, Joseph Pascarelli, Paul Rogers, Stan Temkin, John Thomas, Noel Tichy, Rein van der Vegt, and Tony Vilhotti.

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FOREWORD

This foreword is not, like most forewords, a blessing, an overture to a musical, or an advertising blurb. Instead, it's a reflection on the basic problem for which these guides are a solution, and some history of how they were produced.

There are many paths to school improvement. All of them work to some extent, and all of them fall far short of their users' hopes. In the early 1960's there was much emphasis on the adoption of specific educational innovations, from PSSC physics to team teaching (Miles, 1964). Much energy has been spent for decades on role-shaping strategies, including pre-service and in-service training (Rubin, 1971). The planned change language of the later 1960's and early 1970's favored "self-renewal and organization development, a strategy based on the idea that educational systems as a whole need to become healthier, with stronger problem-solving capacities.

All of these strategies proved less than effective. New curriculum content somehow did little to change the basic conditions of life and learning in schools; pre-service work was disconnected from the realities of schools and in-service training was feeble; organization development has diffused very slowly (Miles, Fullan and Taylor, 1978).

Another strategy which began to see heavy use in the late 60's was the creation of complete new schools, an approach which let innovators "start from scratch" to build productive educational environments, supposedly freed of the constraints of the established system. Alternative schools flowered; educational "options" became popular; there were hopes for voucher plans; new physical plant was still frequently being built.

It may come as a surprise to many readers that the new-school strategy is still very much in active use in the late 70's. Examples:

- Exactly because of enrollment decline, many school districts are exploring innovative program uses for underused physical plant.

- A recent estimate (Bass, 1978) is that 25 percent of American school districts have created "alternative" programs to enable a wider range of choice.

- Private schools, not including parochial schools, have experienced a 51 percent increase in enrollment since 1971 (Cooper, 1977); new private schools are not rare.

- The National Alternative Schools Program (Flaxman and Homstead, 1978) identified over 1,300 specific alternative schools and programs (both elementary and secondary) sited in public school districts.

- New public schools are being vigorously built in areas where population is expanding, notably the Sunbelt.

- Much physical plant built in the last three decades is badly in need of modernization: where renovated or new facilities are being created, the opportunity to create new programs is present.

- Open-space plans are both economical and philosophically attractive, and have become increasingly popular. But the flexibility and team planning they permit usually mean that a substantially new type of school is being created.

So, new schools, usually with innovative or alternative-like intentions, are much more pervasive than one might expect.*

But the new-school strategy, though it is attractive in its simplicity (start from scratch, make it new, escape the constraints of the old) has many pitfalls. Many new schools rapidly become rigidified, and slip toward carbon copies of the old ones they were supposed to be "alternatives" to. Others lack a coherent overall vision; their disjointed parts add up to little that is new. Even where a clear and innovative vision exists, there are many slips between the ideal and the real (Gross et al, 1971; Smith and Keith, 1971). Staffs of new schools run into unanticipated conflicts among themselves, or find that the district's bureaucratic procedures, or the parents' skeptical opposition, are creating severe problems. Often the original hopes for the school are drastically revised or even abandoned, and loss of staff and dollar resources occurs. Though the new-school strategy can be strikingly successful, it is by no means easy or simple to bring off.

The educational literature of the past two decades contains very little solid knowledge about the problems of planning and implementing new schools. And there is almost no practical help available for the many school districts where the strategy is in use. Even the better textbooks on school planning (for example, Castaldi, 1977) spend most of their pages on the efforts needed to plan the physical facility -- and very little on what it takes to develop a program and a working social system for the new school. Matters such as governance, communication mechanisms, school climate, and problem-solving methods are either taken for granted or left to "emerge." But the social system of the new school needs "architects" just as much as the physical building does. It too must be designed and built. In a real sense, the "social architecture" determines, far more than the physical setting, just what life in the new school will be like.

---

* Note that the first pronouncement of Ernest Boyer, when he was appointed U.S. Commissioner of Education in 1977, stressed flexibility, variety, and the development of alternative approaches:

> There is an urgent need for more variety in our approaches to the upper grades. The school is the only institution in America where we take the entire population and assume that everyone will perform in the same way for an extended period of time.

These needs for better knowledge and practice in the new-schools domain led us in 1974 to develop the Project on Social Architecture in Education, a four-year effort supported by the National Institute of Education, and by Teacher Corps.

The Project began with intensive interviews with school planners and consultants to retrieve the "state of the art," then moved to intensive study of six new innovative public schools for a two-and-a-half year period. Through detailed documentation of planning -- and actual implementation -- along with interview and questionnaire data, we studied such questions as:

- What processes are involved along the way from initial vision, design, staffing, start-up, and development into a stable system?
- To what degree do these schools achieve their innovative intent?
- What accounts for their success -- or lack of it? What linkages can be traced between early planning and the later implementation process?
- How can the planning and implementation process best be facilitated and aided?

We began to understand more clearly such matters as the importance of a coherent "plan for planning"; how people go about the actual design of the new school; what the political issues in district and community look like; and what it takes to bring the vision of a new school into functioning reality.

From the beginning of the project, we were committed to active dissemination of our findings. We knew that our detailed case studies, or a technical research report, would probably not be of much help to those creating new schools. Special learning materials would be needed.

During the second year of the project, we hired a materials development specialist, Dr. Beverly Loy Taylor. She worked in parallel with the research team, reading their field reports and drafts of case studies, and isolating the key issues around which learning materials should be built. Her persistent questioning was a strong support for clearer conceptualization of these issues, and a work conference she and the research team staged on experimental designs for learning materials was very fruitful. Over the next months, she created materials with a direct and practical "user" orientation. Beverly's work was a strong and lively alternative to the usual "dissemination" strategy of sending out a research report to a largely uninterested audience. And the need to make sense and be helpful to the creators of new schools aided the research effort substantially as it proceeded.

These four guides are the result. They have already gone through two revisions after staff and field feedback, and we think they will be useful to anyone who is contemplating, or is actually in the process of, creating a new school program.

The materials do not require that a new building be the setting. They can be helpful to anyone whose mission is to create a whole, new program, such as an alternative, an "option," a newly opened building, or a radically redesigned school setting. The problems of creating whole programs are, we think, different in important respects from changing a part, such as a textbook, a schedule, or a new course. These guides are thus designed for comprehensive change projects -- especially those which have a new, innovative thrust, and where past practice cannot be easily relied on.

I cannot resist the impulse to mention the energy, creativity and care which Beverly has brought to this project. Our work over the past three years has been a strong and satisfying colleagueship; that is perhaps expectable, but in any case is a very pleasing bonus beyond the pleasure I feel in seeing these guides. I predict they will be extremely useful to those who are faced with the joys and pains of creating new schools.

--Matthew B. Miles

New York City
December 1978

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ABOUT THESE GUIDES

These guides are intended to help people who are planning or implementing new schools. Undertaking such a project requires a rather specialized set of concepts and skills, which are usually outside of the normal experience of most educators and administrators, who are more accustomed to performance and practice than to planning as such.

We should say at the outset that these materials are not aimed at the specific, substantive tasks of new schools, such as selecting curriculum or designing a needs assessment. Rather, these guides focus on the planning process itself and deal with such questions as: What is good planning? Who should be involved? What skills do planners need? How can needed support be obtained to make the plans effective? We call these questions of "meta-planning," or ways of thinking about and organizing the planning process. They are a plan for planning. Meta-planning, we recognize, is an impossible jargon term, but it nevertheless conveys the notion of an overall plan for planning, an approach to the task of planning. Thus, a good meta-plan will greatly facilitate the plans for specific, substantive tasks, such as designing a needs assessment.

It is usually the case that planning and implementing a new school take considerable time, sometimes several years. The tasks usually associated with such an effort include:

- Determining goals for the school
- Developing a vision or rough sketch of what the school will be like
- Designing its organizational structure and "peopling" that structure
- Ensuring a continual supply of adequate financial resources and environmental support to keep the school going
- Using knowledge and expertise to improve the school
- Linking the plans to the implementation of the school
- Mapping strategies for troubleshooting and renewing the school after it begins operation

The broad range of these tasks and the enormous amount of time required to complete them point to the need for an overall strategy. A plan for planning will take account of all of these tasks and provide continuity through time and the inevitable shifting of the planning/implementation group members.

These materials are designed to acquaint you with these tasks and to help you plan an overall, broad-brush strategy for accomplishing them.

Hence, GUIDE 1: SETTING THE STAGE FOR PLANNING, helps orient the reader to the planning enterprise: after dealing with such issues as the composition of the planning group and planning skills, it sets out the primary meta-planning tasks for a new school.

GUIDE 2: DESIGNING YOUR SCHOOL then examines means by which to clarify goals and methods of designing social systems before it focuses on the particular issues of new-school design.

GUIDE 3: MAPPING YOUR SCHOOL'S ENVIRONMENT looks at the political side of planning new schools by examining the interface between the new-school planners/implementers and their environment (district, community) and then offers a number of strategies and tactics for dealing effectively with that environment.

Finally, GUIDE 4: MAKING YOUR SCHOOL WORK, focuses on the linkage between the plan and the actual implementation of the new school, on means for staffing the new school, and on troubleshooting and renewing the new school after start-up.

For all of these guides, new-school planners and implementers have provided the context, and wherever possible, our points are illustrated with concrete examples drawn from the experiences of actual new-school planners and implementers.

It would be wonderful to be able to provide every new-school planner or implementer with a detailed, step-by-step program of action: the answers on exactly what, when, and how to do it.

Such answers do not exist. No two situations are so alike as to invite close comparison and a recipe for action. What does exist are some general approaches and strategies that have been used more or less successfully by other planners and implementers. We hope they serve you well.

HOW TO USE THESE GUIDES

These materials are based on in-depth studies of six new-school planning efforts and they draw heavily upon that case data as well as from other experiences and work of staff members, consultants, writers and researchers.

The guides consist of readings to be done individually and exercises to be done individually and/or with a group. These exercises are open-ended and self-analyzing, rather than prescriptive with fixed answers. Since there is considerable reading as well as a number of exercises that call for writing in the guide, it is recommended that each member of the planning group have his or her own copy.

The materials can be used on your own, if you wish, without a consultant's help. The following features facilitate easy use of the guides:

- MODULARISM

  The materials in each guide are divided into separate modules that may be used independently of one another. While there is a natural flow from one section to the next, it is not necessary to begin at the front and go all of the way through to the end. Instead, we hope that the user will pick those sections that are most appropriate or relevant to the situation at hand and turn directly to them as needed.

The first page of each module lists at the top those questions dealt with in that module. Then, the sections of the module repeat those questions as headings for the topics being developed. The user would do well to read those questions first and then skim the sections that follow. This will permit a decision on whether a particular module is an important area to be used.

Once a decision has been made to use a module, we recommend that you do the reading before meeting with your group so that you will have a basis for discussion and for completing group exercises. Write notes to yourself in the margins or on the blank pages to spur your memory when you meet with your group.

Note that while the material is divided into modules by subject, we have not hesitated to introduce and discuss in one section issues or ideas that are treated more fully in another. The user will always be referred to other sections that deal with a similar topic, but we have allowed a limited amount of repetition for the sake of continuity within sections. That is to say, we have assumed it would be more convenient for each section to be usable relatively independently of the others, without the need for the user having constantly to skip to other sections or guides to pick up relevant points.

• EXERCISES

The exercises in these guides are activities designed to provide users with some practical task to do that is related to the preceding discussion. The exercises are printed on colored pages so that they can be easily found and, in addition, are marked with a "DO" symbol to indicate that something is to be done rather than simply read. The activities are also accompanied by an estimate of the time needed for their completion, which appears in parentheses on the right side of the page. These time estimates are loose and will vary according to individual characteristics of the users.

These exercises can be done by an individual, by two or three people working together, or by a small- to medium-sized group.

Many exercises are accompanied by the suggestion that one's responses be compared and discussed with others in the group. Such discussion offers an expansion of the value of the activity; it is not absolutely necessary in most cases for an individual using the materials to seek out others for this purpose.

When a group does use the materials, we suggest that a facilitator be appointed to keep things moving along. This function could be fulfilled by one person throughout or by a rotation among your members.

Exercises are announced and their intent is explained on the pages preceding them.

Finally, we have tried to leave some blank pages here and there throughout the guides to encourage their use as workbooks. We hope that you will write freely on the blank pages, in the spaces provided in some of the exercises, and in the margins of the text. Plenty of ideas will occur to you as you use these materials. We hope that you will write them down as they occur and turn these guides into your books.

• ITALICS AND BOXES

Case study illustrations have been printed in italics and been boxed to highlight them for your easy retrieval when you remember an example particularly relevant to your own situation but can't quite remember where you read it.

Most of these illustrations were drawn from other parts of this Final Report. See page ii for a complete listing of them.

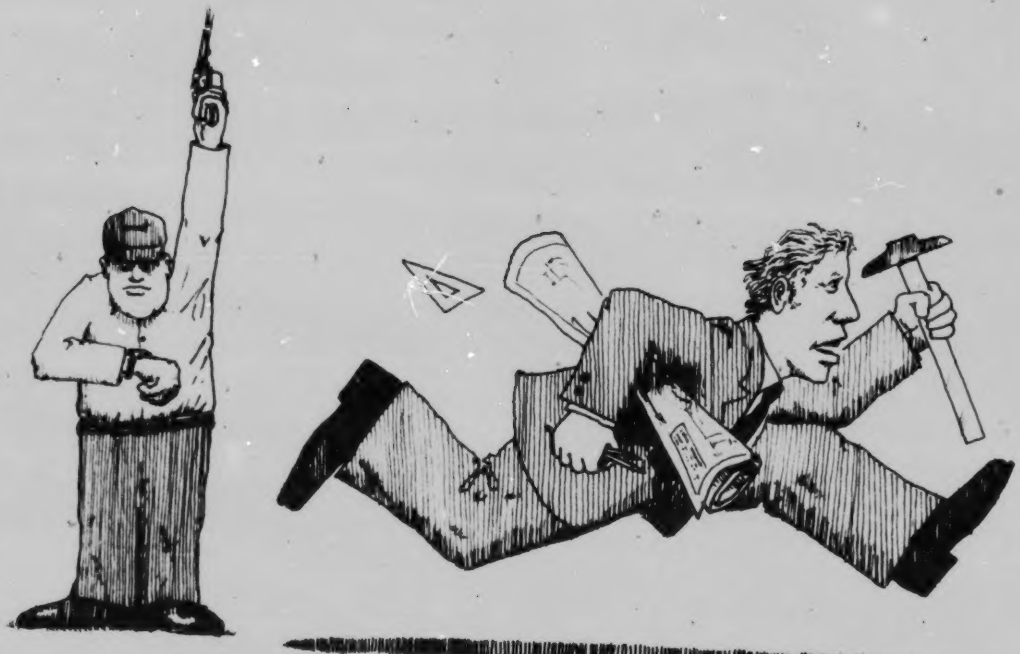
• RESOURCES

The last section of each guide is a Resources piece which lists all references used in the text (most have been footnoted as well).

In addition, we have included what we think are useful listings that might be of help or further information to readers wishing to get deeper into a topic.

These resources represent a selection of those that we have found to be particularly helpful. We offer them to you in the hope that some will provide some help in your work.

Introduction For Starters



INTRODUCTION: FOR STARTERS

WHAT ARE SOME IMPORTANT QUESTIONS OF PLANNING THAT SHOULD BE CONSIDERED?

Let's say you're planning a new school. You may be excited at the prospect of creating a new setting, increasingly aware of the complexity of your task, and concerned about the amount of planning time that remains before the school is scheduled to open.

If your new school is to become a reality, you will benefit from developing an overall strategy for planning that focuses attention on the major tasks of planning and implementation. A common trap is to plunge into the content of the planning (What kind of curricula will we use? What method of scheduling is best?) rather than establishing a process or a plan for planning. An overall picture will help to keep tasks and timelines in perspective.

Further, you may be working with several other people in planning your new school. If you haven't worked together before in creating a new setting, or if you don't even know each other, some attention will have to be directed toward determining how your group will function, make decisions, resolve conflicts.

A number of questions and issues arise in planning a new school. Some important ones are listed on the next page.

WHAT ARE SOME IMPORTANT QUESTIONS OF PLANNING THAT SHOULD BE CONSIDERED?

Listed below are some of the questions that this planning guide discusses. Consider them in relation to your own planning work so that you can arrive at your own answers to these questions.

1 The planning/implementation (P/I) group

Who should be in the P/I group and how should the group function?

2 Planning/implementation activities

What are the major tasks of the P/I group?

3 An adaptive planning approach

How can a P/I group use feedback, deal with uncertainty, and utilize consultants effectively?

4 A plan for planning

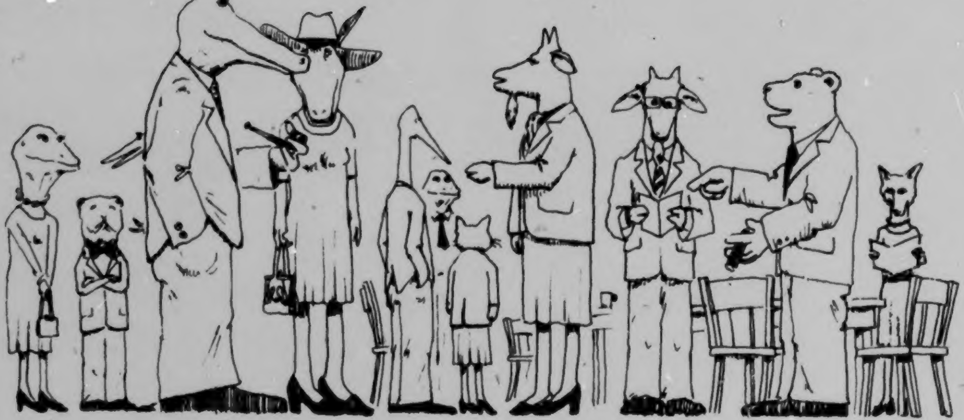
How can a P/I group make a plan for planning?

Each of these major questions is discussed in the following pages. If you believe that you already have good answers to a question, skip that section and move on to the next.

A note of caution before you begin: The planner's arrow always seems to point forward, but frequently there must be backtracking and exploring to check out the wisdom of the course. Stay flexible and open to changes and new ideas that will encourage your movement toward your goals.

Module 1

The P/I Group Gets Together



THE P/I GROUP GETS TOGETHER

1

WHAT IS A P/I GROUP?
WHO SHOULD BE IN THE P/I GROUP?
HOW WILL THE P/I GROUP FUNCTION?
HOW WILL THE P/I GROUP MAKE DECISIONS?

While it is sometimes the case that one person works alone in planning a school, it is more often true that a group is formed to carry out the planning tasks. There are several reasons for making it a group enterprise:

- A broader base of support for the school can be built by utilizing each group member's connections in the community and school district.
- A greater variety of ideas, skills, and resources can be drawn upon for planning/implementation activities.
- A larger work force is garnered for carrying out the group's technical and political activities.
- Members of the group can buoy each other's spirits when confronted with the inevitable feelings of frustration and isolation.

Sometimes a group of people are appointed to plan a new school.

Sometimes a person is appointed to gather together a group. This person may or may not be the eventual leader.

Sometimes one or two people conceptualize the beginnings of a new school design and decide to get help with realizing it.

Sometimes several people drift together in reaction to a school they don't like and it eventually occurs to them to create a new school that is more to their liking.

WHAT IS A P/I GROUP?

Planning refers to such activities as "forecasting, envisioning the future, constructing verbal or graphic pictures of a desired aspect of that future, and specifying possible steps toward that aspect" (Miles, et al., 1978). Planning a school may be said to be under way when a person or group is charged with the task and begins work on it.

Implementation "requires the taking of action on the real and present world in order to shift it toward the desired aspect" (Miles, et al., 1978). Implementation starts when the principal or director of the new school is appointed and has the right to act on its behalf in dealings with the outside environment. Later implementation activities include staff and student selection, actualizing the design for the school, opening for students (start-up), and early operation of the school.

Planning and implementation parallel one another from the time that the principal/director is appointed until the operating school has settled in and no longer requires major adjustments. This point may be anywhere from six months to a year or more after start-up.

Planning and implementation functions fade as the school becomes more "institutionalized" and operates in a more or less steady fashion.

The "P/I group" refers to the "planning/implementation group," or those people responsible for the enterprise at any particular time. Thus, the P/I group might be the initial planning committee at one time, the principal/director and key aides at another time, or the principal and school faculty at still another time. It all depends upon the stage of planning and implementation involved.

Then too, even in a given stage of planning and implementation, the membership of the P/I group will shift as new members arrive and old members leave according to the needs of the individuals and of the group itself.

Sometimes the original "planners" will be replaced by "planners/implementers" who will operate the school.

Sometimes one or two of the original "planners" will stay with the enterprise and become involved with implementation and operation activities.

WHO SHOULD BE IN THE P/I GROUP?

The issue of who should be members of the P/I group plays a large part in determining the success or failure of the whole enterprise. There are at least four ways to set up a P/I group:

- The school district appoints people
- Special interest groups (teachers union, student government) appoint representatives
- Community elects constituent representatives
- People volunteer to be members

All of these methods have been used more or less successfully, alone or in various combinations. Each has its own particular disadvantages, however. The major problems with the district-appointed group are: Appointees often are employees of the district and may not have sufficient time or planning skills for the task. As district employees they are likely to have their creative vision foreshortened by the boundaries of the district's standard procedures. Thus, innovative ideas may not blossom.

Special interest group representatives may be bound to the policies of the outside group, which will have the effect of constricting P/I group interaction and delaying clearcut decisions until approval is received from the outside.

Elected members may not have the technical capabilities for planning and may lack the clout of a community majority.

Volunteers offer a variety of skills and resources but may not have the services of skilled people who do not volunteer.

Asking the following questions will help to establish some criteria for membership in your group:

- Whom does your group represent?
- What issues will the group tackle?
- What is the group's mandate for planning?

You may or may not have the option of putting together your P/I group. But even if people have been assigned or elected to work with the P/I group, it should be possible to add others to the ranks as needed.

The big question, then, after determining whom you represent, the issues with which you are dealing, and your mandate for planning is:

WHAT SKILLS, RESOURCES, AND EXPERTISE DOES YOUR P/I GROUP NEED?

You will want to attract to your group the kind of people who can make a strong contribution to your planning work. Here is an example from one of our case studies of how one planner attracted new people.*

Charged with planning Arts Coop, a regional high school for the arts that would draw gifted students from six nearby school districts for half-time study, the initial planner decided to add other people to help with the effort. She sent a memo to the six school district superintendents and asked them to appoint members to the P/I group. She requested that each superintendent include:

- *An art supervisor*
- *A high school administrator*
- *A school board member*
- *A community artist*
- *A guidance counselor*

Her membership criterion was to include those people who controlled needed resources (in this case, it was the students who represented the needed resources because this half-time arts program would have to be elected by students who knew of its existence and were interested in attending). The school personnel could pave or block the way of getting students for the arts school, so the planner opted to gain their support by involving them in the planning. The community artist controlled other resources and support and also spoke for the artist/teacher's interests and concerns.

As planning for Arts Coop entered full swing, a typical listing of planners attending a meeting would include:

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* Most examples used in the four guides of MAPPING NEW SCHOOLS are drawn from Miles, Sullivan, Gold, Sieber and Wilder, Creating New Schools, Center for Policy Research, Inc., 1978.

- *An art supervisor*
- *A music supervisor*
- *A vocational education administrator*
- *Several teachers from the six districts*
- *Several community artists*
- *One or two interested citizens*
- *One or two guidance counselors*
- *An assistant superintendent*
- *A superintendent*

All six districts would have at least one representative present at meetings. The P/I group kept all superintendents informed of their work and always got their input before making a major decision or pursuing an important aim.

The P/I group was characterized by its permeable boundaries. That is, new members were always welcomed.

Frequent contacts with the six superintendents served the purpose of building the P/I group's legitimacy and protecting the climate of trust.

Encouraging new members to join the P/I group assured a pool of people with fresh ideas, skills and interests who would put their energies to work on the effort.

The overall strategy in effect with this planning group was one of cooptation, or gathering and building support by incorporating key people into the P/I group.

The work of any P/I group involves both "internal" school design tasks and "external" resource acquisition activities. It would make sense, then, to include in the P/I group people who offer some ideas and expertise in these two areas.

These categories of people should be considered:

- EXPERTS -- persons with competence in the various aspects of designing the school as a socio-technical system
- OPERATORS -- persons who will actually administer or teach in the new school
- GATEKEEPERS -- key persons who control access to needed resources
- CLIENTS -- persons who will benefit from the school, such as students and parents

A good P/I model will attempt to incorporate people from as many of these categories as possible with the aim of gaining legitimacy, political representation, and creative and technical expertise.

Remember too that some people function as socio-emotional "binders" in a group, and their biggest tangible contribution may simply be their presence. While it is critical to think politically and technically about your P/I group makeup, don't lose sight of the fact that interpersonal mix also can be important.

You might want to include other categories that would offer:

- A racial or ethnic mix in the P/I group
- A male/female balance in the P/I group
- Experts in fields other than education (law, business, public relations, etc.)

Exercise

Beginning on the next page is an exercise, "WHO'S WHO," which can be done by a group or by an individual. If your group works on the exercise, be sure to have one person serve as a facilitator in order to keep things moving. The facilitator or someone else should write the group's ideas on newsprint for all to see. If you are working alone, brainstorm ideas and write them on paper or a chalkboard.

"WHO'S WHO" is an exercise designed to help you think categorically and concretely about needed skills and resources, important stakeholders (key figures related to the new school), and interest groups.

When you complete the exercise, you will have a chart of potential contributors to your P/I effort and a list of missing types of people that you will have to identify and recruit.

WHO'S WHO

(50-60 min)

1. BRAINSTORM A LIST OF THE SKILLS, RESOURCES, AND EXPERTISE NEEDED FOR THE P/I EFFORT. WRITE THE LIST ON NEWSPRINT.

2. NOW MAKE A LIST OF PEOPLE WHO STAND OUT AS IMPORTANT STAKEHOLDERS (KEY FIGURES IN RELATION TO THE NEW SCHOOL), FACILITATORS, FRIENDS, EXPERTS, REPRESENTATIVES OF INTEREST GROUPS, ETC.

   USING THE CATEGORIES OF PEOPLE PRESENTED EARLIER, MARK EACH NAME AS AN "EXPERT," "OPERATOR," "GATEKEEPER," "CLIENT," "FRIEND," OR OTHER CATEGORY THAT IS APPROPRIATE FOR YOUR P/I GROUP.

3. USING THE CHART ON THE FOLLOWING PAGE, FILL IN THE NAMES, ORGANIZATIONS REPRESENTED, AND CATEGORIES IDENTIFIED ABOVE. AN EXAMPLE HAS BEEN DONE FOR YOU.

   THERE ARE TWO NEW COLUMNS:

   A) OFFERS -- WHAT DOES EACH PERSON OR GROUP HAVE TO OFFER TO THE P/I GROUP OR EFFORT?

   B) GAINS -- WHAT DOES EACH PERSON OR GROUP STAND TO GAIN FROM WORKING WITH THE P/I GROUP?

   Note: You may have the name of an interest group or organization but have no person's name to fill in as its representative. That's OK; it's important to write down as much as you can think of now. You can fill in data later.

4. WHEN YOU HAVE FINISHED FILLING IN THE CHART ON THE NEXT PAGE, YOU WILL BE ABLE TO SEE WHO AND WHAT ARE MISSING. COMPARE THE CHART WITH #1 LIST FROM ABOVE.

5. DISCUSS HOW YOU MIGHT GET NEW MEMBERS IN CATEGORIES FOR WHICH YOU HAD NO NAMES LISTED.

   MAKE A PLAN TO INITIATE ACTION IN ATTRACTING THOSE PEOPLE.

EXERCISE 1

NAME	ORGANIZATION	CATEGORY	OFFERS	GAINS
Fred Hellman	Teachers Assoc.	Operator	Teachers' input Assoc's support	Say-so in design Possible job

HOW WILL THE P/I GROUP FUNCTION?

The multitude of tasks involved in planning a new school can be divided roughly into two main types:

- The actual planning activities which, if successful, result in a functioning school

- Organizing members of the P/I group into an effective team capable of carrying out the task

Planning requires a design for the school (Will it be a school without walls? Will there be team teaching? Will students be involved in decision-making procedures?) and the acquisition of environmental resources and support to ensure the school's survival (Where will we get the needed funds for inservice training? Will parents endorse our plans for an open space school?).

The first part, design, refers to the technical aspects of the school and its operation. The second part, acquisition of resources and support, involves the use of political strategies in order to get what is needed for the school.

Organizing members of the P/I group into an effective team refers to the interpersonal and group processes that come into play when a group of people must work together in a joint effort. How will the group make decisions? How will conflicts be resolved?

These two major task areas are distinct from one another but have a strong effect upon each other's progress. They require the use of three different sets of skills:

- Planning skills
- Political skills
- Interpersonal and group skills

Planning skills are discussed in later modules of this guide. Political skills are treated in Guide 3: Mapping Your School's Environment. Interpersonal and group skills are treated in this module and also in the second module of Guide 3: Mapping Your School's Environment.

Perhaps it is unnecessary to point out that if members of a group cannot get along with one another and reach agreement on major issues, they will not be productive in their work tasks. And yet, it is said often by members of a group that "there just isn't time to stop and look at how we work together." Improving group interpersonal skills will free members to be more effective at their planning tasks.

The P/I group comes together to carry out a specific task within a set period of time. Members establish the group boundaries of membership, their goals, work procedures, and role behaviors.

In effect, then, P/I group members create a temporary setting (themselves) to plan what they intend to be a permanent setting (the new school).

The superordinate goal is to plan the new school. The P/I group has to organize itself to do that. The group's ability to function effectively depends upon the extent to which members have considered and resolved such issues as:

- Group climate and norms
- Use of time at meetings
- Members' differences
- Managing conflicts

These issues are treated in turn.

▶ GROUP CLIMATE AND NORMS

The group climate or atmosphere varies considerably from one group to the next, depending upon the individuals and their view of the task and of each other. Some groups, for example, operate in a formal, "all business" way, while others might be relaxed and informal with a mix of work and play. Some groups are characterized by collaboration and "togetherness"; others use an individualistic, perhaps even competitive, mode.

The level of cohesiveness in a P/I group is an important factor relating to its accomplishment of tasks. The higher the degree of members' perceptions of being influential, involved, and capable -- that is, valued by others -- the more effective will that particular group be.

Willingness to express one's opinions and ideas, trust in other members, and helpful collaboration in the group's tasks all characterize the well-functioning team.

WHAT WORDS WOULD YOU USE TO CHARACTERIZE THE PRESENT CLIMATE OF YOUR GROUP?

______________________ ______________________

______________________ ______________________

______________________ ______________________

HOW WOULD YOU RATE THE EFFECTIVENESS OF YOUR GROUP?

/ / / / /

LOW SO-SO FANTASTIC

WHY DO YOU THINK THIS IS SO?

____

____

The norms, or standards that determine appropriate behaviors and feelings, that are present in a group may be conscious or unconscious, spoken or unspoken, shared or not shared by all of the members of the group.

Norms are vital to the tenor of the P/I enterprise. Note, for example, the difference between these two P/I groups that we studied:

> *The P/I group that planned Arts Coop had a shared norm of non-criticalness. That is, new ideas were welcomed, listened to, and explored by members. No one was hushed by someone else's "Oh, that would never work!" statement. The result was a sharing of lots of ideas, good and bad. The good ones rose to the surface and got acted upon, while the bad ones tended to sink into oblivion.*

> *A P/I group planning College High, a campus high school that would use local college resources, operated with an unspoken norm of near-automatic criticism of an idea presented in the group, particularly if described by a "low-status" member. Sometimes the ideas would get shot down before they had been fully presented. This group was* not *characterized by a wealth of ideas, cohesiveness, or effective action.*

Developing good working norms, explicit ones, is a large part of building a team that functions well. Some good norms to consider clarifying within your group are:

- Everyone has important contributions to make.
- We air our differences and resolve conflicts.
- We take time to observe and improve our group's interpersonal processes.
- We get help from outsiders when we need it.
- We encourage creativity and welcome new ideas.

PLACE A CHECK MARK BESIDE THOSE NORMS IN THE ABOVE LIST THAT YOU THINK ARE SHARED BY YOUR GROUP.

WHAT OTHER NORMS EXIST IN YOUR GROUP?

____

____

____

WHAT IMPORTANT NORMS DO YOU THINK ARE MISSING FROM YOUR LIST?

____

____

____

____

WHAT NEGATIVE NORMS DO YOU THINK ARE HINDERING THE WORK OF YOUR GROUP?

____

____

____

COMPARE YOUR RESPONSES ON THESE THREE PAGES WITH THOSE MADE BY OTHERS IN YOUR GROUP. CONSIDER ESTABLISHING SOME WORKING NORMS THAT PEOPLE IN YOUR GROUP BELIEVE WOULD BE HELPFUL.

▶ USE OF TIME AT MEETINGS

Because your time frame is much more limited than might be the case in an ongoing, permanent setting, it is necessary that it be well spent. Your group, after all, has only a limited time to complete its P/I tasks.

It is important that the group clarify:

- How much time it has to complete its work
- How often it should meet
- What pace fits its workload and work style
- How to use time most productively

Overall timetabling for your P/I work is treated in Module 4 of this guide. Here, since P/I groups spend so much of their time in planning meetings, we'll look at a seemingly self-evident, yet vastly under-used, tool for conducting a meeting: the agenda. A brief comparison of two P/I groups' meeting styles will point to the importance of using an agenda:

Group A would receive in the mail ahead of time the minutes and attendance list from their previous meeting as well as an agenda and an RSVP card for the upcoming one. Meetings started and ended on time so as not to tax group members. Items were explored to the satisfaction of everyone present before moving on to the next. This group always had a clear sense of what it had accomplished at a meeting.

Group B seldom used an agenda and when it did have one prepared, it more often than not failed to follow it. Discussions rambled from one topic to another and sometimes turned into "gripe" sessions. No sense of closure on a topic occurred, which caused the participants to get caught up in circular planning of the most tiring sort. People showed up a half hour or an hour late and often not at all. Participants felt little in the way of progress, and, in fact, are still "planning" after four years.

While Group A's stellar quality is not being ascribed solely to its use of an agenda and efficient meeting management, it cannot be denied that the group's style is much more productive than that of Group B.

Making an agenda is a fairly simple, straightforward task. It may be done by any of the following methods:

- The person who is convening the meeting ("formal" leader or rotating leader or participant) determines important topics.

- Posting a sheet of newsprint in a central spot for people to write in agenda items.

- Making the next meeting's agenda the last piece of business on the previous agenda.

Items are determined by issues that call for members to:

- Share information or update everyone
- Make decisions
- Develop policy statements
- Resolve questions or conflicts
- Introduce new members or visitors
- Sum up discussions

Agenda items should be prioritized ahead of time or at the outset of the meeting. Who will introduce each item, the type of item it is (e.g., information, discussion, decision) and how much time will be needed for it should be established.

Keep in mind that sometimes an open-ended discussion is needed. When working on such areas as vision or philosophy development, much depends upon the mood, creativity and attendance of the group that day.

In some planning situations, meetings may be more political agreement sessions than creative sessions. Sometimes they might be more businessy, other times more conceptual. You might have tighter deadlines sometimes and other times you can afford to be less rigid about time.

The agenda should be realistic with respect to the amount of time and energy available for the meeting. Agenda items and priorities may be revised by the group at any time before or during the meeting as necessary.

If possible, the agenda should be sent to participants ahead of time so that they can prepare for the meeting.

At the meeting, follow these guidelines:

- Start the meeting on time.
- Review and revise the agenda as needed.
- Have supplies on hand (newsprint, markers, pads, pencils).
- Finish one item before moving on to the next.
- Clarify who will take which next steps.
- Summarize accomplishments.
- End the meeting on time.

Newsprint, by the way, is an excellent tool for laying out in front of everyone the points of discussion. Seeing them is a means for understanding and analyzing them. The informal quality of newsprint also encourages greater participation in the discussion by allowing people to "work" with what's there by adding, subtracting and changing ideas. This participation is the very core of ownership or commitment to the ideas that gradually evolve.

☞ TIME SPENT IN AGENDA DEVELOPMENT OFTEN IS TIME SAVED IN MEETINGS...BUT NOT ALWAYS.

While most P/I groups are political and task-oriented, they are also, by virtue of their charge to create/design a new school, groups in which creativity, imagination and critical thinking must flourish. Sometimes it's dysfunctional to try to stick to an agenda which may be less important than what's on the table. At the same time, it's necessary to guard against agenda manipulators and controllers. Awareness of what is happening with the group and the relative importance of agenda items helps in managing meetings effectively.

▶ MEMBERS' DIFFERENCES

Each member brings to the P/I group different hopes, expectations, assumptions, skills, resources and work styles.

What are they and how will they affect group functioning?

What are the similarities among group members?

What motivations do members have for working in the P/I group?

How can the P/I group best use the skills and resources of each member?

Exercise

On the next page is a group exercise entitled "GROUP VITA." Have one person serve as facilitator in order to keep things moving along. The facilitator or another group member should write each person's data on newsprint for all to see.

There are at least two ways to do this exercise:

- Pair off and interview each other; then report to the whole group.
- Each person can work alone, jotting down responses in the given categories; then share the data with the whole group.

Select which way your group prefers to work.

"GROUP VITA" is an exercise designed to help you identify and share task-relevant data about group members. It is important that the group know this data if all potential resources are to be utilized in the group's work.

Completing the exercise will give you a good sense of the strengths within the group so that you can determine gaps that may need to be filled.

DO

GROUP VITA

(45-50 min)

1. CHOOSE A PARTNER AND PAIR OFF TO INTERVIEW EACH OTHER, OR WORK INDIVIDUALLY BY WRITING DOWN YOUR OWN RESPONSES IN SUCH CATEGORIES AS YOUR:

   - Skills
   - Resources
   - Expectations
   - Relevant experiences
   - Work style
   - Motivations

   AS THEY RELATE TO THE WORK OF THE P/I GROUP. SPEND ABOUT TEN MINUTES PER PERSON.

2. WORKING AS A GROUP, LIST EACH PERSON'S DATA ON NEWSPRINT.

3. DISCUSS WITH THE WHOLE GROUP THE SIMILARITIES AND DIFFERENCES.

4. MARK THOSE ITEMS THAT SEEM TO BE PARTICULARLY RELEVANT TO THE GROUP'S FUNCTIONING, EITHER AS A HELP (E.G., DANA HAS PLANNED A NEW SCHOOL BEFORE) OR A POTENTIAL HINDRANCE (E.G., LEE TENDS TO WAIT UNTIL THE LAST MINUTE TO DO THINGS AND THEN GETS ANXIOUS AND IRRITABLE).

5. THINK OF SOME WAYS TO STRUCTURE YOUR GROUP WORK IN ORDER TO CAPITALIZE ON THE HELPS.

6. THINK OF SOME WAYS TO STRUCTURE YOUR GROUP WORK SO AS TO MINIMIZE THE HINDRANCES.

7. WHAT ARE SOME MISSING SKILLS AND RESOURCES THAT COULD BE HELPFUL TO YOUR GROUP?

USE THE NEXT PAGE FOR NOTES.

EXERCISE 2

YOU MAY USE THIS SPACE FOR NOTES.

As your P/I group continues to work together, you will become more aware of your individual differences and learn how to assess yourselves. At one of your meetings try to get in touch with the group process, with the way in which members work together. One example you might try is the following:

- Observe the rhythms in your group. How fast do people speak? How much time is left after one person finishes talking and before another starts? Are the pauses uncomfortable? Tense? Relaxed? Even? Uneven? Does any one person seem to control the rhythm of the meeting? Is it the leader? Does s/he slow things down (by talking slowly, by writing on newsprint, by controlling the pauses between speakers) in order to follow the flow of the group? *(The leader of the P/I group that planned Arts Coop allowed for long pauses and silences after she asked for ideas and suggestions because her experience told her that new groups take a while to warm up, that they go much slower until trust builds and people feel relaxed and not intimidated.)* Does the leader speed things up (by talking fast, by worrying about getting through the agenda, by looking at his/her watch)?

How might the rhythms in your group affect your work?

You could also try to examine your own assessment of people in your group. For example:

- Observe what happens in a meeting without passing judgment. That is, instead of thinking "Pat always does that!" or "Sandy's so rude," start off with "I see that this is the third time that Pat has interrupted someone" or "I heard Sandy laugh while Andy was explaining what happened."

- Separate your editorial comments from what is actually taking place. In the two sentences below, the first is a description of an action; the second is an editorial comment about it. The second is marked with a set of double parentheses to denote a personal impression rather than a fact.

  He moved his chair back, stood up, took a deep
  breath, and began to speak.
  ((He seemed uncomfortable.))

- Get in touch with your own biases which relate to your group and the group's task. For example, admit to yourself that you hate committees, resent being appointed to the group, or feel threatened by some higher level members. It isn't necessary to make your biases public. Just realize that each member is coming to the group

> from a different place and with different reasons, and that it's important to separate the "reality" as objectively observed (or as closely as possible) from a distortion based on prior prejudices or feelings.

Keeping personal feelings and interpersonal processes clear will help in dealing with the inevitable problems or misunderstandings.

▶ MANAGING CONFLICTS

With any group of people, it is inevitable that there will be disagreements, tensions, and conflicts due to different expectations, values, opinions, and work styles.

It is important to deal with conflicts if they are detrimental to group functioning. Resistances and bad feelings that are not brought to the surface will eventually demoralize the whole group in addition to the individual members involved. Much energy will be wasted unless the conflict is dealt with.

Sometimes it's better not to use the whole group to resolve a conflict, particularly when the conflict is of an interpersonal nature and involves two people. But if the conflict involves the whole group, then group resolution may be needed.

While conflict may be debilitating for members, it is also true that moderate amounts of conflict can have such positive effects as increasing motivation and energy, heightening creativity, deepening understanding of one's own point of view, and perhaps even managing one's own internal conflicts.

The two aims of conflict management are to gain resolution, that is to eradicate the opposition, or simply to control the level of conflict so that it doesn't have a strong effect on the group's productivity. Reducing or clarifying the conflict is often sufficient for the group.

Leaders of groups may rely upon alternate conflict management styles, such as:

- Deny that there is a problem
- Ignore disagreements in the group
- Drift, do nothing
- Smooth over the differences
- Explicitly decide to postpone action
- Argue, debate about it, but don't decide anything
- Explicitly decide to "live with the problem"

- Compromise
- Get expert information or advice from a third party
- Face the problem and work it through
- Force a decision

WHICH OF THESE CONFLICT MANAGEMENT STYLES IS/ARE MOST TYPICAL OF YOUR P/I GROUP? LEAST TYPICAL?

Dyer (1977) believes that it is useful to look at conflict as what results from the violation of expectations. He recommends that groups shift to a problem-solving rather than staying with a blaming mode and suggests that groups first identify behaviors that violate expectations and then try to negotiate agreements. The conditions for negotiation include:

- Agreement to come together and work on the problem
- Agreement that the problem exists, should be solved, and that participants in the conflict have responsibility for working on the issues
- Acceptance of the position that the aim of negotiation is to understand and work with each other, not necessarily to "like" each other
- Agreement to accept the differences and work on suitable solutions, rather than looking for fault

Harrison (1971) describes a negotiation process that could be used by two individuals or by a group in conflict:

1. Individual A or Subgroup A writes down what they want the other (B) to start doing, stop doing, and continue doing in order to meet their expectations. Individual B or Subgroup B does the same for A.

2. A and B share their lists with each other by displaying them.

3. A and B then negotiate exchanges by agreeing on what one will do in exchange for an equal alteration by the other.

4. It is helpful if A and B then put their agreement into writing and then sign their "contract." Signing such agreements often has the effect of building commitment to the new behavior(s).

A variation suggested by Dyer is to precede the list sharing with a prediction from A of what B wants and vice versa. Often, the predictions are surprisingly close, which can facilitate the agreement between the two parties.

Sometimes personal style creates unnecessary conflict when it is misinterpreted by others. Often we think we are being "good" or effective or at least neutral when in actuality, our actions may be perceived by others as aggressive, caustic, or indifferent.

It's difficult to be aware of the effects of our behaviors unless they are extreme, thereby eliciting responses that will seem appropriate or inappropriate to our intentions, or unless we ask people for feedback on our behaviors.

The quiet person who hardly contributes to the group discussion may be shy or selective in discussion, not bored or uninterested in the topic. The person who interrupts others in order to make summaries may be expressing a need to organize the discussion rather than to take the podium.

Exercise

On the next page is "JEKYLL AND HYDE," an exercise that asks you to practice one of your typical "meeting behaviors" secretly and then to get feedback from other members on how it was perceived. One member of your group should announce that the exercise will be used during the meeting and should see that some time is left for discussing the various behaviors of members.

"JEKYLL AND HYDE" will let you practice your chosen behavior to an extreme and provide feedback on its effectiveness so that you can be aware of how others view you.

You and your group may get some insights into how your behaviors and those of others work together to create an effective (or ineffective) task force.

DO

JEKYLL AND HYDE

(whole meeting)

FOR EACH GROUP MEMBER:

1. BEFORE THE START OF A P/I MEETING, SELECT (SECRETLY) ONE OF YOUR OWN TYPICAL MEETING BEHAVIORS -- E.G., GIVING FEEDBACK TO OTHER MEMBERS, CLARIFYING DISCUSSION POINTS, ENCOURAGING OTHERS, PUSHING FOR ACCOMPLISHMENT, ETC.
2. FLIP A COIN TO DETERMINE IF YOU WILL PLAY THE BEHAVIOR AT YOUR BEST (JEKYLL) OR YOUR WORST (HYDE).
3. EXAGGERATE YOUR PART BY USING EXTREMELY SENSITIVE OR INSENSITIVE FEEDBACK; RATIONAL, THOROUGH CLARIFICATION OR CONSTANT INTERRUPTION AND OVERSTATEMENT, ETC.
4. DON'T EXPLAIN WHAT YOU ARE DOING -- JUST DO IT.
5. EXAGGERATE THE BEHAVIOR ACCORDINGLY THROUGHOUT THE MEETING.
6. LEAVE TIME (ABOUT 15-20 MINUTES) AT THE END OF THE MEETING TO DISCUSS EVERYONE'S BEHAVIORS TO SEE HOW YOU CAME ACROSS.

HINT: You may find that your worst can be helpful to others...or that your "best" needs some improvement.

EXERCISE 3

Certain conditions make for effective P/I work. People seem to work best when:

- They are motivated. That is, their self-interests mesh with the purposes of the group and no one feels manipulated.
- There is strong coordination of efforts. Members are not working at cross purposes or are not duplicating each other's efforts.
- They are clear on what has to be done, who will do it, and when it has to be done.
- They have the needed tools to carry out the work: information, skills, resources.
- They feel powerful, able to accomplish the tasks. They have a certain amount of control over decisions affecting their work.

Sometimes these conditions must be created by a strong leader who defines the tasks, anticipates needs and meets them (as with acquiring information or the services of a skilled consultant), and encourages the group by providing a supportive environment for its work.

Sometimes P/I group members collaborate to provide these conditions for themselves.

Having fun is an important part of conditions for effectiveness. P/I work need not be all serious and tasky.

It is mentally health-giving if everyone gets some pleasure out of the social setting as well as out of completion of planning tasks. Playwrights build comic relief into their dramas. Why shouldn't P/I groups do the same?

> *Several of the P/I groups in our study recognized the usefulness of intensive workshops and weekend retreats for focusing on their work, but more importantly, getting to know one another better. They found that fostering social ties in the group contributed greatly to such aspects of planning as conceptualizing and vision development. One group made a point of celebrating its accomplishments (getting funding, reaching agreement on goals for the school, and so on).*

WHAT ARE SOME OTHER POSSIBILITIES FOR YOU AND YOUR GROUP TO ENJOY EACH OTHER AND YOUR P/I WORK?

HOW WILL THE P/I GROUP MAKE DECISIONS?

The P/I group makes many, many decisions as it plans and implements the new school. How it makes decisions is greatly influenced by the group's structure and history, the relationships among members, the formal role definitions of members, and the nature of the issue being decided.

People tend to be more committed to a decision that they have helped to make. It is important, then, to include in its formulation those people needed to carry it out. Likewise, a decision affecting only a few people or viewed as relatively unimportant by P/I group members may be handled by that minority or by an individual. A group decision is most appropriate when:

- The group is directly affected by it
- The group must carry it out
- A variety of ideas and views are desirable
- The group works well together

This section of the module deals in turn with these topics:

- Methods of decision making
- Steps in decision making
- Aids to group decision making
- Role of the leader in group decision making

METHODS OF DECISION MAKING

There are many methods of decision making. Listed below are some, arranged in order of increasing numbers of people used:

- **PLOP.**

  A proposal is suggested by an individual, but it falls with a "plop." No one else responds to it and a new topic is opened. Plopping is frequent in new groups faced with a bewildering array of complex issues.

- **SELF-AUTHORIZED.**

  An individual makes a decision and then carries it out by his/her own authority or as a result of others' passivity.

- **HANDCLASPING.**

  A decision is made by two members who join forces. The rest of the group follows along.

- **THE CLIQUE.**

  A minority of group members agree in advance upon a decision and then carry it through. This collusion may erode group cohesiveness.

- **MAJORITY VOTE.**

  More than half of the group members agree to a proposal. While this is a legitimate method, its difficulty lies in the possibility that the minority who voted against it may not participate in carrying it out or may even sabotage it.

- **UNANIMITY.**

  All members must agree or the action cannot be taken. There are two problems with this method: The pressure to conform may win 100 percent agreement, but as with the majority vote method, some members may disagree and fail to carry it out. Second, it takes just *one* member to block the whole group (veto power), with the result that one person will be satisfied and all others with be frustrated.

- **CONSENSUS.**

  All of the above methods assume a *fixed* solution to which people vote yes or no. The consensus method is different.

  A preliminary proposal is made and an informal poll is taken to get everyone's reaction. Those who disagree then suggest how the proposal could be *changed* to be more acceptable to them. Another poll is taken on the new proposal, more alterations are made, more views expressed, and so on until finally the proposal satisfies everyone. This method results in a *strong consensus*.

  Consensus also may indicate some members' willingness to give a proposal a *try*, even though they're not enthusiastic. If it doesn't work well, it is then revised or scrapped. This method results in a *weak consensus*.

  Consensus decision making requires that equal weight be given to all opinions, regardless of who states them.

The majority vote, unanimity, and consensus methods of decision making require that all members indicate their attitudes about the proposal. The consensus method has the additional requirement that those in disagreement offer ideas for improving the proposal. Consensus does not work when members are silent or passive.

Decision making is not pure and simple, and attempts to make it so can result in a decision-making structure that is too rigid for dealing with issues substantively, or that takes inordinate amounts of time to make simple decisions, or that makes people feel manipulated because they participated in a decision that essentially had been made already.

It is preferable to use different decision-making styles for different types of decisions. For example, on policy decisions that require the cooperation of a number of people to carry them out, a consensus model would accrue the necessary commitments to the ultimate decision. On the other hand, a logistical decision can be made on the basis of a majority vote, since everyone may not be likely to be involved in carrying it out.

Any decision that a group makes should be judged on at least two criteria:

- Quality -- how well it copes with the reality that the group is facing
- Commitment -- how committed the group members are to carrying it out

Exercise

On the next page is a short exercise called "HOW WE DECIDE," which asks you to answer a few questions about your present decision-making structure.

Answer the questions individually; then share your ideas with others in the group.

After discussion, you may want to decide how to decide differently.

HOW WE DECIDE

(40-45 min)

1. ANSWER THE FOLLOWING QUESTIONS INDIVIDUALLY:
   - A. What are the various types of decision making that we use in our group?
   - B. What decision-making styles do we use with what decisions or proposals? Give examples of each.
   - C. What is the distribution of power over various decisions? Am I satisfied with it?
   - D. Do I sometimes feel bypassed, not consulted, not listened to? How do I react to this feeling?
   - E. Do we have enough time to think about the decisions before us?
   - F. How much time do we need to digest the information and to consider alternatives before deciding?
   - G. How firm are our decisions?
   - H. Can they be unmade? What is needed to unmake a decision?

2. SHARE YOUR RESPONSES FOR EACH ITEM WITH OTHERS IN THE GROUP.

3. DECIDE HOW TO MAKE A DECISION ON IMPROVING YOUR DECISION-MAKING STRUCTURE.

4. DECIDE.

EXERCISE 4

STEPS IN DECISION MAKING

The steps in decision making that are presented below represent one method of rational decision making. The process may be used by an individual or by a group. Because they work better when there is a variety of ideas, it is recommended that the group practice consensus decision making by following the steps together.

WITH YOUR GROUP, SELECT AN ISSUE THAT YOU MUST RESOLVE. CHOOSE ONE THAT ISN'T TOO COMPLICATED.

UNDER EACH STEP IN THE PROCESS THERE IS A SPACE FOR RESPONSES. YOU MAY USE THOSE SPACES TO RECORD GROUP IDEAS. YOU MIGHT FIND IT HELPFUL IF ONE PERSON RECORDS IDEAS ON NEWSPRINT.

FOLLOWING AN EXPLANATION OF THE STEPS, AN EXAMPLE FROM OUR CASE DATA IS GIVEN.

NAME OF ISSUE: ____________________

• STEP 1: DEFINE THE SITUATION

Clarify the issue, consider its implications, elaborate on it.

DO: Engage in a detailed discussion in small groups and then with the whole group.

DON'T: Assume that the situation is clear to everyone. Be overly abstract about the situation.

WHAT ARE THE IMPORTANT ELEMENTS OF YOUR SITUATION?

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• STEP 2: GATHER DATA

Finding data that bears on the situation may be within your reach already (you may have it by virtue of your own experience or earlier data gathering or you might have a relevant report in hand). Perhaps you'll have to talk with other people who have information or do some research.

DO: Be sure that you have enough information with which to make a decision.

DON'T: Overdo data gathering so that you have to cut short your time for the other steps.

WHAT DATA BEAR UPON YOUR SITUATION?

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- STEP 3: SUGGEST ALTERNATIVE SOLUTIONS

Brainstorm ideas on the various alternative solutions for the situation.

DO: Create a relaxed, non-threatening climate.
Provide periods of silence for ideas to come forth.

DON'T: Criticize solutions at this point.
Be overly formal or rigid.
Get "stuck" on one solution that would prevent thinking about other possibilities.

WHAT ARE SOME ALTERNATIVE SOLUTIONS FOR YOUR SITUATION?

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- STEP 4: TEST THE ALTERNATIVE SOLUTIONS

Examine all of the alternatives according to suitability, members' attitudes about them, possible consequences of trying them, new data that hadn't been considered before.

DO: Ask "what if" questions.
Examine all of the alternatives with an open and inquiring mind.

DON'T: Be overly protective of any ideas.
Close up too quickly.

WHAT ARE SOME OF THE POSSIBLE CONSEQUENCES OF YOUR ALTERNATIVE SOLUTIONS?

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- STEP 5: CHOOSE AMONG (OR REVISE) ALTERNATIVE SOLUTIONS

Choose one alternative or a revised combination of alternatives, using data from your testing, that will offer a solution to your situation.

DO: Hear opinions of all group members.
Test for consensus and shape the choice accordingly.
Summarize the discussion.

DON'T: Identify a solution with a particular person.
Coerce members into voting "yes."
Spend more or less time than is needed to make a choice.

DESCRIBE YOUR CHOICE OF A SOLUTION TO YOUR SITUATION.

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WHY IS IT A GOOD ONE?

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- STEP 6: PLAN FOR ACTION

Make plans for carrying out the decision.

DO: Assign responsibility to one or more members (jointly) for carrying out the decision. Establish the parameters of what has to be done. Set a time period in which the action should occur.

DON'T: Ignore new data that might affect the action.

WHAT IS YOUR PLAN FOR ACTION?

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WHO WILL CARRY IT OUT?

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WHAT IS THE TIME PERIOD FOR THE ACTION?

____

HOW WILL YOU EVALUATE THE ACTION?

____

____

The experience of another P/I group appears on the following page as a follow-up to your work on this decision-making process.

THE SITUATION

The P/I group for Arts Coop had to decide who should hire the director for the school. It was important to please all six districts and communities from which the school would draw students. Also, whoever did the hiring would have to know the aims of the school and be able to internalize them.

THE DATA

Many people believed that there should be a committee that drew from all of the districts. School superintendents could be asked to name appointees. There were community people who were willing to serve. The committee had to be fair, objective, and representative. Members of the P/I group could even constitute a hiring committee themselves.

THE ALTERNATIVES

1. *Committee made up of all outsiders except for the P/I group leader, who could serve as an ex-officio, non-voting member.*
2. *Committee appointed by the six superintendents.*
3. *Committee of community volunteers.*
4. *The present P/I group itself.*

THE TESTS

1. *Too much of a burden on the P/I group leader to represent all of the P/I group members.*
2. *and 3. Might not be representative on a geographical, subject orientation, and value level.*
4. *Might not be regarded as fair, objective, or representative by outsiders.*

THE CHOICE

A combination of P/I group members, appointees from the superintendents, and recommendations of others that would meet the balance requirements.

THE PLAN

The P/I group would recommend people. The P/I group leader and the superintendents would coordinate the list and would invite additional participants to achieve the necessary balance. The committee list would be complete by January 15.

AIDS TO GROUP DECISION MAKING

Making group decisions calls for skill and practice. Some aspects of decision-making skill also serve as a reminder of things to keep in mind:

- Everyone should be clear on what type of decision-making model the P/I group is using at a given time (majority vote? unanimity? consensus?).
- There should be willingness to hear and consider minority or unusual ideas.
- Use of the P/I group's resources by hearing all members' ideas.
- Assessment of alternative solutions by using "what if" thinking.
- Everyone should be clear on the decision that is reached and how it will be put into action.

ROLE OF THE LEADER IN GROUP DECISION MAKING

It is a mistake to think that the formal leader of the P/I group makes all of the decisions that guide the planning and implementation activities.

Rather, the leader's role can be likened to that of the stage manager. That is, the leader sets the stage, creates the conditions, in which good decision making can thrive. While group decision making can be time consuming and often nerve wracking, its great advantage is to relieve the leader of the full burden of responsibility for making and implementing decisions. The group that is highly involved in making decisions "owns" those decisions and is committed to carrying them out.

Not all P/I decisions need to be made by the group. But the leader must think carefully about decision areas: Which should he or she make? Which should key people or subgroups make? Which should the whole group make?

The leader (a role which might be a rotating one or a fixed one) is actually a facilitator or coordinator of the P/I group who:

- Guides discussions and processes
- Encourages all members to participate
- Exhibits acceptance of others' ideas by being non-critical
- Requests or offers clarification of others' views

- Encourages the airing of conflicts and the group's attempts to help in their resolution
- Seeks group reactions to ideas before even considering their implementation
- Relates the values and aims of individual members to the overall planning vision
- Summarizes discussions and decisions
- Inspires and encourages members with the belief that the group can and will do what they set out to do
- Keeps things moving

The main issue that the leader must consider is this:

IS THE RIGHT PERSON OR GROUP MAKING THIS DECISION?

Leaders ordinarily have a license to allocate decisions -- to decide who should decide. But that license can be revoked if it is exercised unwisely or arbitrarily.

Epigraph:

> "When you have to make a choice and don't make it, that is in itself a choice."
>
> --William James

Module 2
P/I Activities

P/I ACTIVITIES

2

WHAT ARE THE PRIMARY P/I TASKS?

Planning and implementing a whole, new, innovative school is no mean feat. Not only is there a broad range of activities to be carried out, but they are complicated by environmental resistance, changefulness, competition for needed resources, and uncertainty all around.

The difficulties are heightened still further the more the vision of the new school is perceived as innovative. The more innovative it is, the more energy and commitment will be needed to get the school off the ground. Breaking new ground is a tough proposition.

A holistic view of P/I activities will help in keeping tabs on what all has to be done. That is to say, having a vision of the whole, of the planning group in its environment, of the proposed school in its environment, of the interrelationships between the parts of the environment that affect the planning, and of the interdependence of the various pieces of the plan will allow you to form a complete picture of the school planning task in which you are engaged.

This module explores the primary P/I tasks that any P/I group must attend to.

Exercise

On the next page is a short "mood" exercise called "THE MISSING LINK," which is intended to prepare you for the following section by encouraging you to think in holistic terms, in broad brush strokes, rather than in the more usual, tighter planning mode.

"THE MISSING LINK" asks you to work individually first and then to share your ideas with others in the group. Relax and imagine the best and the worst.

DO

THE MISSING LINK

(15-20 min)

1. TAKE A FEW MINUTES TO IMAGINE WHAT WOULD HAPPEN IF THERE WERE NO PLANNERS FOR YOUR NEW SCHOOL AND IT HAD TO OPEN NEXT WEEK.

2. USE THE SPACE BELOW TO WRITE DOWN YOUR OWN IDEAS.

3. DISCUSS WITH OTHERS WHAT YOUR FANTASIES WERE.

   --WHAT WERE THE WORST THINGS THAT YOU FANTASIZED?

   --WHAT WERE THE BEST THINGS THAT YOU FANTASIZED?

EXERCISE 5

WHAT ARE THE PRIMARY P/I TASKS?

The primary tasks for planning/implementation groups can be divided into six major categories of P/I efforts:

- Political stabilization
- Knowledge utilization
- Vision development
- Social system design
- Actualization of school
- Institutionalization of school

These P/I tasks are treated in turn.

POLITICAL STABILIZATION

This task is one of obtaining a continued flow of financial resources and environmental endorsements for the planning/implementation effort itself as well as for the ongoing operations of the new school once it is implemented.

Thus, the overarching concept here is getting a foot in the door of the power structure and finding an "ecological niche" (Miles, et al., 1978). It is not, then, a short-run task, but rather represents an important, long haul on the parts of planners and of implementers.

Achieving success with this task calls for knowing the ins and outs of the immediate environment in order to garner the coveted resources and endorsements. One must know where resources are and how to go about gaining them. They are in limited supply. There is much competition for them.

As if the task itself were not great enough, P/I groups sometimes find themselves operating with one hand tied behind their collective back. While they recognize that it is imperative that they obtain financial resources and endorsements from their environments, they at the same time are turned inward to the task of designing and building an educational social system.

P/I groups show a variety of responses to this "dilemma" of seeking environmental contact versus withdrawing from it. These responses range from a proactive, outgoing, environment-confronting action through a commitment to handle both sets of tasks concurrently all the way to an avoidant, inwardly-oriented stance. These three basic responses are illustrated in turn: Environment confronters, the two-front group, and environment avoiders.

- ENVIRONMENT CONFRONTERS.

This P/I group elected an outgoing approach because its new school was to be supported by funds contributed by six surrounding school districts according to how many students each sent to the new high school for the arts:

During the months before Arts Coop opened, the planning leader and committee members made a wide range of strong efforts to build a broad base of support for the school. They met with local business owners, the League of Women Voters, each local Board of Education, local artists and art organizations, as well as newspaper reporters to get widespread media coverage. They spoke persuasively to guidance counselors in each of the sending districts who would serve as "gatekeepers" for enabling students to attend the new school, to art teachers and to principals. They also formed a Friends of the Arts group that would present talks and slide shows to the PTA's and other citizen groups.

They spent considerably less time in designing the new school. Instead, they developed a rough sketch of their vision and goals for the school, leaving the details to the director and staff. They ensured strong linkage between their goals and the actual focus of the school by devising an excellent set of criteria and interviewing methods for hiring the right people for the job.

- THE TWO-FRONT GROUP.

This P/I group had to clear its path through some particularly hostile bureaucratic jungles but also wanted to do some detailed design work since several "operators" were on board who would be responsible for implementing the school. They did the following:

Having a large number of P/I members and a spirit that seemed to attract even more, the P/I group for Cambium School split itself into two sub-groups: The Design Committee, which consisted of "operators," high school students, and some interested others; and the Support Committee, peopled mostly by influential parents, citizens, and a central administration representative. The new principal of the to-be-implemented school served as a "runner" between the two groups, having responsibility for coordinating their efforts. The whole P/I group would meet from time to time to make progress reports, deal with crises, and generally buoy each other.

- ENVIRONMENT AVOIDERS.

The P/I group for Lincoln Acres consisted of the principal and staff (operators) who would run the school. They were planning in detail for a new open space elementary school:

Many parents and other citizens were openly critical of the plans, believing that the open space concept was violating their understanding that the school also would offer self-contained classrooms as an option. Public meetings and letters to the editor of the local newspaper served as the forum for their complaints. In one planning meeting a teacher raised the question of establishing some structure for parent involvement. The principal replied, "No, we're not ready yet."

Conflict heightened in the community. Under pressure from the Board, the P/I group agreed to collect data in a parent survey. But they then ignored the survey results as they continued their planning.

At the peak of the conflict, the P/I group went away for a previously planned communications workshop for themselves at a nearby Playboy Club. They did not consider postponing or rescheduling the workshop to a time or place which would not be so inflammatory if it became known to the community (which it did).

Thus, the dilemma of wanting to confront, alter, or circumvent the environmental obstacles in the path of the P/I group versus the risk avoiding "let's get ourselves together first" desire to postpone or turn away from the hairy problems with the environment comes into existence.

Nonetheless, the task must be accomplished, and the dilemma overcome, if the new school is to claim the means by which to open its doors to students.

FOR A DETAILED TREATMENT OF USING STRATEGIES AND TACTICS IN DEALING WITH THE ENVIRONMENT, SEE GUIDE 3: MAPPING YOUR SCHOOL'S ENVIRONMENT.

KNOWLEDGE UTILIZATION

This task calls for P/I group members to locate, interpret, and use the best available, technically competent knowledge that will help them in carrying out their P/I work.

Most new-school planners and implementers adapt educational practices that have been used elsewhere. To save themselves from the added, unnecessary burden of "reinventing the wheel," it makes sense for the P/I group members to import knowledge and bend it to their own needs.

In reality it's difficult to use outside consultants, and to a certain extent, outside knowledge. It takes a lot of time to locate and utilize appropriate help, and the usual time pressures of planning encourage P/I groups to rely on what's readily available, familiar, and trusted. Thus, they slip into thinking that they know enough to get by rather than allocating precious time to a search that may or may not prove to be fruitful.

The issue that P/I groups face with the task of knowledge utilization is expertise-seeking versus self-reliance, the choice between opening its boundaries to reach out for assistance (and allowing themselves to be influenced) versus relying upon members' own expertise. Below are case examples of the choices: Knowledge-seekers and self-reliants:

KNOWLEDGE-SEEKERS.

This P/I group was planning not one new school but two, as well as overhauling its entire elementary education program by using an open space concept. Their tasks were admittedly complex.

> *The Westgate P/I group considered several consultants and finally hired one whose past performance was well known to a board member. The consultant was instrumental in getting the superintendent, central office administrators, and principals to meet together to carry out active planning, a style of work that was new to them. He helped them to understand current practices in open space education, encouraged them to visit other schools, and supported their decision to move in a non-traditional direction with plans for the new schools.*

Later, during inservice training for the new open space program, another consultant was asked to meet and work with the teachers. She did so and was very helpful. But after school opened and the teachers ran into some difficulties, she was not invited back because, as one administrator put it, she had "taken the side of the teachers" in her work with a neighboring district and this was viewed as dangerous.

A few weeks later, though, the principal brought in an experienced open space teacher to work with the teachers having problems. This principal believed that experienced teachers, having worked with the problems themselves, bring real help to a situation when they serve as consultants.

Note that there was not a strictly "open door policy" for outside knowledge in effect at this site. Rather, the doors were opened and closed according to what the planners/implementers felt was appropriate in the situation.

- SELF-RELIANTS.

On the face of it, this P/I group did a good deal of knowledge-seeking, but in actuality it was closed to using the gathered information:

P/I group members for College High attended workshops, visited other schools, and called in experts from the school district and the college which were jointly sponsoring the creation of the new school. But the group appeared to be essentially resistant to using the knowledge sought. Little was gleaned from the encounters, partly because the P/I group members defined themselves as experts and felt that they could rely upon their own resources and information.

When a research project offered matching funds for hiring consultants, the P/I leader accepted, and two consultants began to attend P/I meetings. They tried to help the group with its problems of environmental threat and uncertainty and with the chaotic internal group processes exhibited at meetings. But the group regularly resisted, derided, or ignored their suggestions. The consultants seemed to be unable to gain the trust of the group or to adapt their usual consulting approaches to the special needs of the group.

Often, the need for a strong, solid P/I group pushes members toward relying upon their own internal resources. Calling in outsiders might be viewed as suggesting that members are less than competent and could be threatening to some people. Honoring each other's expertise thus is thought to be "safe" and to further group building.

KNOWLEDGE UTILIZATION IS TREATED FURTHER IN THIS GUIDE IN MODULE 3, "ADAPTIVE PLANNING."

▶ VISION DEVELOPMENT

In this task the P/I group develops coherence among the several products of their planning work, i.e.:

- Their underlying educational values
- The goals for the new school
- Their rough sketch of what the school should be

These three products must form a coherent whole. Contradictions from one to the next will blight the outcome: the new school.

Here is an example of the lack of coherence among the three pieces. As the P/I group continued planning, members grew more and more confused about what they were doing. A short discussion follows the example.

- THE VISION OF THE P/I GROUP FOR COLLEGE HIGH SCHOOL.

EDUCATIONAL VALUES

Urban adolescents have "a wide variety of individual strengths" and better methods of "recognizing and capitalizing" on them are needed to develop full potential. The main value themes were respect for individual differences and knowledge utilization in the school itself which would have access to the latest information from various disciplines via the school's association with a local college.

GOALS

A. *To develop a "humane school environment"*
B. *To provide a good learning environment for low-motivated students with poor basic skills*

ROUGH SKETCH

The "family" would be a home-base group of 25 students who would work with high school and college faculty, guidance counselors, and paraprofessionals. The "family" would be the vehicle for integrating other aspects of the program, which in addition to a reading curriculum for three competence levels, would include work in "moral education," "learning to learn," bilingual education, career education, and "external learning" (experiences at work and community sites).

THE OUTCOME

During planning discussions, it became clear that to meet district requirements of student/teacher ratio, the "family" would have to increase astronomically: 136 students, and only four teachers. But, the P/I group ignored the apparent contradiction and continued to use the "family" concept in their discussions. The school has not been implemented yet, and the difficulties in doing so are striking.

• THE P/I GROUP'S LACK OF VISION DEVELOPMENT.

There is no coherent linkage among this P/I group's values, goals, and rough sketch. Consider that:

- *The emphasis on aiding low-motivated kids with poor basic skills is not necessarily congruent with the idea of building individual strengths and potential.*
- *A "humane" school environment might support individualization, but the value-to-goal linkage is not a clear one.*
- *The "family" as originally conceived would probably be a reasonable actualization of the "humane environment" goal, but not after it ballooned to 136 students.*
- *Individual differences are not recognized by a reading curriculum that assumes only three competency levels. No other mechanisms for supporting an individualized program were proposed.*
- *Though there was a philosophical commitment to using college resources, it remains unclear as to how this would occur through the "family" structure and elsewhere. The "external learning" program would seem to divert students from the use of college resources by placing them in work locations.*

A coherent, well-developed vision of the new school decreases much of the difficulty that inevitably exists at the time of start-up. A vague, incoherent vision will confuse the design task and impede its implementation.

FOR A DETAILED TREATMENT OF VISION DEVELOPMENT, SEE GUIDE 2: DESIGNING YOUR SCHOOL.

▶ SOCIAL SYSTEM DESIGN

This task has two parts:

- Development of an organizational design that follows from the values/goals/sketch vision
- Plan for "peopling" the design with staff and students who fit the vision and the design

While educational planners/implementers tend to have a good grasp of the technical aspects of the school, they usually avoid or are unaware of the need for creating the social system that will actualize their vision. For example:

The Arts Coop P/I group was planning a regional high school for the arts and was committed to creating a setting that would:

- *Be a half-day program, staffed by working artists, to which students would commute from their regular high schools*
- *Be a "community of the arts," with considerable interaction among students and faculty having various artistic interests*
- *Bring together students from urban and suburban communities, thus aiding racial and cultural integration*
- *Identify and develop artistic talent*

In staffing the school, the director concentrated on getting capable artists. He apparently did not weigh their interdisciplinary interests very strongly. The artists he hired in turn selected students from an applicant pool who would work with them in their specialty (dance, visual arts, etc.). This peopling plan was poorly linked to the important interdisciplinary aspect of the vision.

In the last staff meeting before the new school opened, the director found himself in conflict with several staff members as the schedule was being designed: He wanted a good deal of "interdisciplinary" time, perhaps two days per week, plus time for students to take elective courses outside of their special areas. But the faculty resisted, saying that they needed time for their subjects. The social system decision made was to limit interdisciplinary work to one day a week initially and to postpone elective work for at least a month and a half. Some faculty members suggested innovative cross-contacts such as having visual arts students sketch in a dance class, but the idea of a "community of arts" did not get built in strongly to the organization.

No explicit social system design work was done to aid urban/suburban, ethnic/racial integration. As it turned out, by the second week of school strains of this sort were evident among students.

If the P/I group follows the usual tendency to let the social design of the setting "happen naturally," it must be willing to accept a probable outcome: Reality greatly distanced from the vision.

FOR A DETAILED TREATMENT OF SOCIAL SYSTEM DESIGN, SEE GUIDE 2: DESIGNING YOUR SCHOOL.

▶ ACTUALIZATION OF SCHOOL

This task involves implementing the school in a way that is congruent with the organizational and peopling designs. It is the bridge between planning and implementation.

This bridge may be achieved by:

- Involving the implementers in late planning so that they develop ownership of the designs
- Outlining the organizational design on paper
- Using key planners as advisors to the implementers
- Active diagnosing and troubleshooting in early stages of implementation to ensure congruence with the planners' vision

The complexity of this task doesn't have to be elaborated upon. There are two types of dilemmas that the P/I group usually faces: Constraint versus autonomy, which occurs as the school is being implemented; and laissez-faire versus intervention, after implementation is well under way. These two dilemmas are discussed in turn.

- CONSTRAINT VERSUS AUTONOMY.

The issue here is how much should the hand of the past control actions in the present. That is, should plans be specific, with a definite provision for linking planners to those who will carry out the plans or should considerable flexibility and autonomy be granted to the operators?

The question is not an easy one to resolve (as is the nature of any true dilemma), even if the planners later become the implementers. One planner put it this way:

> *There's a dichotomy there. You want to move ahead with the planning, but at the same time you don't want to go too far. You reach a point where it's unfair to go any further because you're determining the philosophy, the administration, the day-to-day functioning of the school operation without even involving the people who will be living in that environment.*

While planning and implementation are not separate activities, they do have different emphases. The first deals with visions of desired states of being. The second takes action on the real world to induce those states. The possibilities of slips between the two are tremendous.

The stronger the planners' commitment to their goals, the more likely they may be to constrain the plan and make it specific and "teacher-proof." Similarly, the more envisioning of possibilities of unanticipated outcomes and unexpected events, the greater the realization that implementers need freedom within which to move.

- LAISSEZ-FAIRE VERSUS INTERVENTION.

Once implementation is under way, how active should the implementers be in correcting difficulties that the new school experiences? On the one hand is the view that all will right itself given a little time and that the plan and its early interpretation need no serious re-orientation.

The other hand shakes a vigorous finger and points out that if staff skills are inadequate for the task or if the basic plan is untenable, active intervention in the form of additional training or reorganization is vital.

An example of the laissez-faire approach:

In one Westgate open space elementary school, the staff exhibited stress in attempting to implement an approach that was new and difficult to them. The nurse reported to the researcher that teachers and students complained of an unusually large number of aches, pains, and tensions. Yet, the principal remained occupied with his routine duties, held few meetings, and used dittoed announcements to communicate with teachers. His view was that the teachers preferred being on their own, the teams met from time to time, and if a problem surfaced a teacher would come and talk with him.

An example of the interventionist approach:

Another principal in Westgate held regular weekly meetings, met frequently with teaching teams, inquired about teachers' individual opinions and experiences, and made active plans for dealing with those who were having the most difficulty.

There is no clearcut solution to the question of relying upon familiar, past practices versus dealing directly with uncertainty and unexpected crises. In the cases cited above, the teachers in the first example ended up implementing open space programs more fully and with more satisfaction than did the teachers in the second example.

FOR A DETAILED TREATMENT OF THE RELATIONSHIP BETWEEN PLANNING AND IMPLEMENTATION, SEE GUIDE 4: MAKING YOUR SCHOOL WORK.

INSTITUTIONALIZATION OF SCHOOL

This final task of the P/I group refers to the need for stabilizing and routinizing the school so as to aid the continued achievement of the goals set for it.

Some of this work will be done during the social system design phase. But the task will not be seriously confronted until the school is in operation and the squeaks in the system become audible.

The dilemma is the pull toward routinizing and the push toward remaining flexible.

Routinization at its best provides clarity in the school's social system and conserves energy that might be dissipated in the constant defining and solving of problems in a fresh and innovative way each time they crop up. Its bugaboo, of course, is the often succumbed-to tendency to adopt the familiar (mostly uninventive) practice as standard operating procedure. Once a method gets "institutionalized," it begins to get entrenched, resistant to change. Routinization tends to build rigidity and it also is a natural, mostly inevitable process. It needs to be fought off to the extent that it threatens an innovative venture's need for flexibility and self-renewal.

Flexibility, on the other hand, encourages freedom to maneuver and deal with the unforeseen in new and untried ways. It takes a lot of work and attention. It burns up a lot of sometimes needless energy and may produce an unsettled atmosphere. Everything may seem to be "up in the air." In schools, some tasks may be routinized, but the tendency to routinize everything must be beaten down, particularly when creative solutions are called for.

Below are examples of each side of the dilemma.

• THE ROUTINIZED.

The director of Arts Coop, who was committed to having an "interdisciplinary day" to cut across all art areas, pressed for it over faculty objections. He continued to push by suggesting that interdisciplinary day always be held on Thursday, so that students and staff would get used to it, treat it as a regular part of the school, and not have to decide each week or two when it would be held.

Faculty members objected to this routinization, pointing out that some staff people were never at school on Thursdays and thus true interdisciplinary work involving all areas would not be possible. However, the director persisted, and Thursday became interdisciplinary day.

- THE FLEXIBLE.

During the firming up of teaching teams for Lincoln Acres, the faculty, with the principal's concurrence, agreed that teams would have no team leaders. They did not wish to formalize a hierarchical relationship within teams, preferring to leave team members free to work in their jointly most productive manner. The principal suggested that basic decision making and problem solving could happen in a weekly Thursday faculty meeting which would be supplemented by a learning-oriented staff meeting on Mondays.

As pressures mounted in the school, teachers began complaining that two after-school meetings were too much. They proposed lunch meetings to be called when problem solving was needed. But it appeared that more and more the principal had to deal with difficult problems alone or with individual teachers. The faculty felt more out of touch with each other and with how to cope with the increasing problems of parent dissatisfaction in the school. Not until the crisis of a teacher's being fired did the faculty come together for serious problem solving. This time it was directed against the principal.

The stability/change balance is a tricky one. Each side requires some of the other side to make it work.

FOR A DETAILED TREATMENT OF INSTITUTIONALIZATION, SEE GUIDE 4: MAKING YOUR SCHOOL WORK.

Exercise

Beginning on the next page is a group exercise entitled "IN-BASKET/OUT-BASKET," which is a decision-making simulation. It calls for you to put to use some of the ideas that have been presented so far in this guide.

It will help you to work together as a team, make group decisions, and consider relationships among the primary tasks and their timelines within the context of a real (your own) or a simulated situation.

One member of the group should serve as facilitator. Read all of the directions before beginning to work.

DO

IN-BASKET/OUT-BASKET (2-3 hrs)

This exercise can be done with your own real data or with the simulated data on page 67. If possible, use your own data. Appoint a facilitator and follow the directions.

1. FIRST READ THE SIMULATION DATA ON PAGE 67. THEN DECIDE IF YOUR GROUP WILL USE THE SIMULATED OR YOUR OWN REAL DATA FOR THIS EXERCISE. IF THE LATTER, TAKE TIME TO GATHER 10 IN-BASKET ITEMS SIMILAR TO THOSE ON PAGE 67.

2. IMAGINE THAT YOUR GROUP HAS AN IN-BASKET AND AN OUT-BASKET. THE IN-BASKET HAS 10 ITEMS WHICH YOU MUST DECIDE HOW TO HANDLE.

3. DIVIDE THE P/I GROUP INTO 2 TEAMS.

4. EACH TEAM WILL WORK ON THE 10 ITEMS SEPARATELY. WHEN A DECISION IS MADE ABOUT AN ITEM, PUT IT AND THE DECISION INTO YOUR TEAM'S OUT-BASKET. DO THIS WITH ALL 10.

5. YOUR RULES ARE:

   A. Decide how your team will make decisions.
   B. Make an agenda for tackling the work. It will go in your out-basket along with the 10 finished items.
   C. Plan and decide as a team.
   D. Keep in mind the 6 primary tasks of the P/I group (political stabilization, knowledge utilization, vision development, social system design, actualization of school, institutionalization of school).
   E. Deal with each item as completely as possible and indicate your decision (in writing) for:
      - What needs to be done (if anything)
      - How the work will be carried out
      - Who has responsibility for doing it
      - What the timeline is

   NOTE: It is acceptable to indicate that the team needs more information on an item before making a decision. If this is the case for one or two items, indicate (in writing):

      - What type of information is needed
      - Why the information is needed
      - Where you would go to get it
      - Who would take responsibility for getting it
      - What your next steps would be

Please continue on next page.

EXERCISE 6

(continued from previous page)

6. WHEN EACH TEAM HAS FINISHED AND ALL 10 ITEMS AND DECISIONS ARE IN THEIR OUT-BASKETS, SWITCH OUT-BASKETS WITH THE OTHER TEAM.

7. NOW THAT TEAM A'S OUT-BASKET HAS BECOME TEAM B'S IN-BASKET AND VICE VERSA, LOOK AT EACH DECISION MADE BY THE OTHER TEAM. DECIDE WHAT FURTHER ACTION OR INFORMATION YOU WOULD TAKE OR SEEK, IF ANY.

   NOTE: This may not be the same as what your team decided earlier.

8. WHEN BOTH TEAMS HAVE DISPOSED OF THIS "SECOND" SET OF ITEMS, GET TOGETHER AS A WHOLE GROUP TO ANALYZE YOUR DECISIONS. DISCUSS:

   - The priorities set by each team, as determined by the agendas used
   - The reasons for particular decisions
   - The effectiveness of such decisions
   - Possible better ways to handle the items

9. AS A WHOLE GROUP, LOOK AT THE 6 PRIMARY TASKS IN RELATION TO THE DECISIONS YOU HAVE MADE ON THE 10 ITEMS. ANSWER THESE QUESTIONS:

   A. Where have your decisions followed from earlier planning decisions that you made in the six primary task areas?

   B. Which of the decisions on the 10 items were new, that is, in areas that your group had not discussed before, and thus may not have been based on the group's values, goals, etc.?

10. ANSWERS TO 9-A WILL REAFFIRM THE GROUP'S SENSE OF CONGRUENCE AND DIRECTION. ANSWERS TO 9-B WILL POINT OUT THOSE AREAS OF THE PRIMARY TASKS WHICH YOU HAVEN'T WORKED ON BEFORE. YOU WILL HAVE TO MAP OUT THESE AREAS IN FUTURE PLANNING SESSIONS.

(continued)

DECISION-MAKING SIMULATION

A P/I group has been developing a vision of a new high school for 250 students to be called The Learning Lab. The group has agreed on these educational values:

- Individualization
- Emphasis on inquiry and problem solving
- Relevance of learning experiences to students' reality
- Personal/social development

The overarching goal of the school is to create a "lab" setting in which students work at their own levels and rates to apply learning skills to real-life problems.

The rough sketch calls for students to choose learning experiences in a learning resource center (for basic skills), in related classes at the school, and at outside career sites. The group must plan to coordinate all of this movement as well as deal with other important issues:

10 IN-BASKET ITEMS

1. Notice of availability of state funds for innovative career education programs received. Deadline for application: 3 weeks from now.
2. PTA report on the need for return to teaching the basics.
3. Letter from the Center for Educational Planning that offers planning assistance in exchange for research privileges (the right to study the P/I group in action).
4. A newspaper clipping that details the liberal policies of the new, open-minded administrator of a large medical center in the community.
5. Brochure explaining a new set of guides for planners of new schools. It looks helpful, but the group's budget is limited.
6. Resume from an unemployed teacher who has heard of the planning effort. She has a master's degree in communications and experience in group process and counseling. A member of the P/I group says her reputation is excellent for getting groups focused.
7. Request from the Superintendent for a rough order of magnitude budget anticipated for your school.
8. Editorial decrying the "hordes of teens lolling about street corners during school hours." Lack of school discipline and truancy are cited.
9. Request from the Board for program statement for the architect.
10. Letter from ad hoc parent group demanding representation on the new-school P/I group.

Module 3
Adaptive Planning

ADAPTIVE PLANNING

3

HOW CAN THE P/I GROUP GET FEEDBACK?
HOW CAN THE P/I GROUP DEAL WITH UNCERTAINTY?
HOW CAN THE P/I GROUP USE CONSULTANTS?

Using information to decrease uncertainty is what this module is about. It calls for interacting with other P/I group members, with the surrounding environment, and with experts who can help.

It has been noted that in the face of uncertainty, P/I groups may respond by stretching out their tentacles into the environment to pick up signals, "clam up" and attend to their tasks in relative isolation, or find some comfortable combination of stretching and withdrawing as their operating style.

Planning new schools is one of the more difficult tasks a group can face because it is fraught with uncertainty, changefulness, and many unknowns.

Sometimes the response to the unknown is to make a tight, detailed plan that guides every step along the way. One false step, or an unforeseen event (there are lots of these "mines" out in the field), can destroy the rational plan's workability, though, by enlarging the gap between the ideal plan and the less organized reality. The future is seldom contained by a rational, highly detailed plan based on present assumptions.

Sometimes the unknown is more or less stumbled into, on the premise that "we can't know now what will happen tomorrow, so let's wait and see. We'll do all right." This "no-plan" is the antithesis of the obsessive, rational approach and relies upon the adlibbing qualities of its operators if it is to work.

There are, to be sure, other planning methods. The one that seems to be the most useful takes an "adaptive" approach. It maps the major tasks and decisions and then builds in time for information gathering, feedback, and advice on the effects of its activities. These data are reflected upon and thus influence the group's next steps. A graphic image of adaptive planning is a spiral that moves forward and loops back for information, then continues on, sometimes in a very different direction.

HOW CAN THE P/I GROUP GET FEEDBACK?

Getting feedback involves the systematic collection of data on aspects of the P/I group's functioning, activities, and decisions. Feedback is sought to serve such purposes as:

- Diagnosing the present and subsequent planning and decision making for the future
- A rationale for continuing a present practice
- An indication of attending to others' concerns and ideas
- A progress check
- A wish to gain others' endorsement

Using feedback calls for analyzing, interpreting, and incorporating the data into future P/I work. The P/I group that is receptive to feedback and at the same time responsive to it will gain the most from collecting it. Often, though, things have to "sit" awhile before they take on meaning. Jumping too quickly to respond to feedback may have drawbacks in the same way that not responding at all can.

Data collection takes a lot of time and energy. The temptation is to ignore the idea of gathering information and to go along with business as usual until the low hum of questioning becomes a roar of discontent. Then, something will be done. This is the difference between proactive and reactive use of feedback.

This section deals briefly with collecting data and then with using data.

COLLECTING DATA

Data collection is best carried out as a collaborative effort of the P/I group, with each member participating in the determination of what questions need to be answered and of how to gather the data.

Generally, there will be two types of data: "Soft" data deal with people's perceptions and feelings about goals, influence in the group, effectiveness in problem solving, and so forth. "Hard" data focus on information about academic achievement, attendance figures, level of participation in decision making, etc.

Let's look at collecting data inside and outside of the P/I group.

- COLLECTING DATA WITHIN THE GROUP.

  This type of data collection is conducted to determine the level of functioning within the group. How effective is the group in performing its tasks and in handling its interpersonal processes?

  The group engaging in this kind of data collection must agree to:

  - Study itself in action for part of the time so that it can acquire the data needed for self-correction.
  - Emphasize a problem-solving attitude by establishing norms of openness, equal participation, and cooperation so that problem identification, diagnosis, and intervention can follow from data interpretation.
  - Recognize that sometimes it is best to bring in a third party to help define the data collection process.

  Sometimes a group will see an opportunity to get feedback on its functioning and will capitalize on it, as did this one:

> *The Arts Coop P/I group had agreed to a research relationship in which its P/I activities would be observed closely but the researcher would not fulfill an interventionist role. After several months, though, the P/I group sought feedback on its functioning by requesting a summary report of the researcher's observations of their planning. She prepared a 33-page summary dealing with such issues as governance, director and student selection plans, resource acquisition, knowledge use, and environmental endorsement.*
>
> *The planners read the report carefully, and the group's leader told the researcher that they had been "reassured," feeling that they had been "doing things right."*
>
> *When new members joined the P/I group, they were given a copy of the researcher's report as one method of orientation to the history of the group's planning efforts and style.*

What are some ways by which a group can collect data on its own effectiveness? A few possibilities are listed on the following page.

- Invite an outside observer to comment on group interactions.
- Appoint a member of the group to serve occasionally as an internal monitor, whose purpose is to observe a meeting and report feedback on helpful and hindering meeting behaviors, perceived effectiveness of meeting management, and so on.
- Institutionalize a debriefing period at the end of each meeting so that members can discuss their impressions of how effective the session was.
- Ask members to jot into their notebooks the ideas, questions, and dilemmas that they have in relation to the planning and to share them from time to time with the whole group.
- Use a polling method to get to underlying issues by having members rate one another and themselves on such topics as influence in the group, participation in decision making, effectiveness as a team, etc. Supply a grid such as the one below for writing in responses:

Issue: INFLUENCE IN THE GROUP

RATERS

SUBJECTS	Lee	Dana	Fred	Sue	Pat	Chris
Lee	○					
Dana		○				
Fred			○			
Sue				○		
Pat					○	
Chris						○

Responses are 1-5. 1 = least influence in group
5 = most influence in group
Circled responses are self-ratings.

Following the poll, group members discuss the results and the reasons behind them. They may make agreements to attempt to alter the lines of influence by encouraging quiet members to express themselves, by discouraging others from interrupting behavior, and so on.

The polling method is quick and easy and often revealing.

COLLECTING DATA OUTSIDE THE GROUP.

Getting information from outside of the group, having to do with reactions to group efforts, is also an indicator of the effectiveness of the group's functioning. More important, it is a cue for how "on course" the group's efforts are, how it is achieving or not achieving its aims.

If collecting data inside the group is difficult and a bit threatening to some members, imagine how much harder it can be (though potentially valuable) to seek outside reactions to the P/I work.

One P/I group was basically opposed to the notion of getting outside feedback on their P/I work:

The Lincoln Acres faculty, who had been proceeding with their planning of an open space program in the face of much parent objection, were required by the Board to conduct a survey of parent opinion. The group disliked the idea and wrote a letter of protest to the Board. They felt upset and angry because they believed that they had the right to plan the school as they wished. Besides, they resented the time that conducting the survey would take away from their planning efforts.

They agreed to do the survey, however, and put together a hastily and poorly planned one. Its results were dismissed by the principal when he reported a partial tabulation to the Board two weeks later saying that it was not clear what the results meant.

Later, selected portions of the results were quoted by both the principal in an effort to reassure the faculty and by a militant parent in such a way as to buttress her position against the open space program.

While feedback often can be helpful, informative, and necessary to a planning enterprise, there are times when it can be viewed as hurtful to the new school. This P/I group resisted making public some data, but eventually compromised:

Extensive questionnaire data had been collected from Westgate teachers in two schools on their attitudes toward open space teaching, their morale, perceived problems, and many other aspects of the newly opened schools.

When the researchers offered to report the results back at a faculty meeting so that the data could be used in planning for the next year's program, one principal said, "That would be like going into a patch of poison ivy and turning over each leaf to see what was under it."

He and the other principals in the P/I group finally accepted the idea of a printed summary but insisted that the "perceived problems" part be deleted because it would reflect poorly on the principals' performance and could lead to negative Board action.

These planners not only felt that the feedback could harm the new schools but were fearful for their own reputations as well. Perhaps unnecessarily.

Another group favored feedback on its new school operation because the purposes of collecting data were to improve the new school and to gain political stability for the school in its environment. They actively sought feedback:

After Arts Coop opened for students, it seemed to maintain a stance of openness to the community. Visitors were permitted to come to the school at any time (they were requested to get permission from individual teachers to visit classrooms so as not to disrupt them, but seldom if ever was permission denied). They were asked to sign a register and write their comments and suggestions before leaving.

In addition, the school offered visitors (and themselves as well) further data by keeping on display in the main hall a book of students' comments about how they perceived the school. A new supply of student comments was added to the book each week. The director avidly read these comments, and the researcher commented that she was sure he had committed them to memory.

Here are some ways to gather data:

- Formal or informal interviews with particular stakeholders (such as parents, students, administrators). They may be open or highly structured. They can be arranged in any of the following ways, depending in part upon how much time and how large a work force you have:

  1. In a large group, with total group responses
  2. In a series of small groups
  3. With key informants who can speak for the others
  4. With individuals

- Written questionnaires to stakeholders (same as before). The questions may be:
  1. Multiple choice, in which the respondent selects one or more appropriate choices
  2. Scaled response, which the respondent rates the choices (e.g., 1 = none; 5 = a great deal)
  3. Open ended, in which respondent writes an essay or finishes a statement

- Observation of meetings, classes, etc. Techniques can range from open ended (recording anything that seems to be important) to highly structured (recording the number of times a certain behavior or question is repeated)

- Unobtrusive measures, such as staff turnover records, daily logs of community contacts, open books for comments, or student reasons for transferring schools.

▶ USING DATA

After you have collected data, you have a body of unorganized information which you may or may not choose to use (as we have seen in earlier examples).

Here is a general model for data use.

- DISCUSS THE DATA.

  Look at it all, begin to make interpretations, discuss (argue) it, determine some of the causes for responses. Look for groupings, recurring patterns.

  Get breakdowns of data for comparison (by grade level, sex, race, income bracket, etc.).

- SET UP DIAGNOSIS SUBGROUPS.

  Determine the basic problems as perceived by respondents. Use relevant data displays to help in diagnosing the causes of these problems. Present your findings to the rest of the group.

- CONDUCT THEORY SESSIONS.

  Give short talks to each other or call in a consultant with appropriate expertise in the areas that you've diagnosed as problematical. They may include such topics as building communication, decision-making techniques, and so forth.

- ANALYZE YOUR OWN PROCESS.

  Remember to note and discuss your own problem-solving or decision-making process. How effective is it? How do you feel about the group's methods? Progress? Ability to relate to one another?

- SET UP TASK FORCES.

  These small subgroups should work on particular problems and their diagnoses, then make recommendations for resolving them to the large group.

- PLAN NEXT STEPS.

  With group approval, plan how you will interpret the results for other interested groups (teachers, students, parents, business community). Also determine how the data and the recommended resolutions will affect the direction of your current planning.

WHAT ARE SOME AREAS IN WHICH YOU THINK YOUR GROUP NEEDS DATA ON ITS ACTIVITIES AND DECISIONS SO FAR?

____

____

WHAT DO YOU THINK IS THE BEST WAY TO GET DATA -- AND FROM WHOM?

____

____

WHAT PURPOSE WOULD THE DATA SERVE?

____

HOW WILL YOU ACTUALLY USE THE DATA?

____

HOW CAN THE P/I GROUP DEAL WITH UNCERTAINTY?

Planning a new school is nearly always accompanied by uncertainty and the unknown. New school planners usually are trying to do something new and different. They can't be sure that what they intend to happen actually will take place. And since they're attempting to create a new setting, often innovative, for them, they can't rely upon easy and familiar patterns of behavior. Most planners of new schools experience:

- Need for social support of their enterprise
- Need for knowledge and expert input at one or more points in their planning
- Need for feedback on the current state of affairs of their P/I work
- Fear of failure of their enterprise
- Tendency to avoid risks
- Need for courage to invent the future of the new school

This section is divided into two parts: "Pointers" for dealing with uncertainty, and a follow-through model for contingency planning.

▶ POINTERS FOR DEALING WITH UNCERTAINTY

The following five "pointers" may help you and your P/I group deal with the uncertainty that may plague you from time to time.

ACKNOWLEDGE YOUR UNCERTAINTY.

Expressing your feelings of uncertainty to one another has the positive effect of draining off the tensions and freeing your energies for productive work. Acknowledging uncertainty also can help to:

- Reduce the risk of taking hasty action because you assume that you know what you have to know to make a good choice.
- Encourage a tone of trust and problem solving within the group.
- Decrease the possibility of getting stuck in one and only one version of reality.

By acknowledging uncertainty, you then can move on to looking at options and to problem solving. You won't be fettered by having to have all of the answers.

CONSULT EXPERTS WHEN YOU NEED HELP.

Sometimes outside help is needed. Using appropriate consultants can help you to locate the specific source or cause of uncertainty, define it as well as some methods for dealing with it, and solve the problem or at least take some steps to reduce its power over you.

A later section of this module discusses how you can use consultants if you decide that you might benefit from their help.

TACKLE PROBLEMS THAT ARE WITHIN YOUR POWER TO SOLVE.

Focusing on problems that are out of your range will inevitably degenerate into gripe sessions, aimless philosophizing, and blame of external forces. It will help to acknowledge the existence of problems that are out of your range of influence and address them *only* to the extent that you reduce their effects upon your activities as much as you can.

There is the opposite danger: Avoiding problems that may be well within your range of influence because they're troublesome. Rule of thumb: If they affect your P/I activities and are within your power to resolve, then do so.

At all times, strive for maintaining a spirit of positive group action for taking steps to resolve problems that are within your range and for acknowledging those over which you have no control.

MAKE SOME DECISIONS WITH THE PROVISION THAT YOU MAY WANT TO CHANGE THEM LATER.

Sometimes uncertainty increases because of the difficulty in making decisions that seem so impossible because of the uncertainty, which makes it even harder to make decisions, thus causing more uncertainty, and so on. Stop!

View some of your decisions as tentative. Set a time period in which they will be effective. At the end of this time, re-examine them and determine if you will continue with them or change them.

The very act of making decisions, however tentative they are, offers some relief from uncertainty. In addition, putting decisions into effect for a specified length of time lets you try them out, see if they feel right.

CAUTION: You will have to make some decisions for "real." Don't get tempted by the notion of 100 percent changeability. Use tentative decisions for those situations that can be changed without upsetting your cart.

MAKE CONTINGENCY PLANS.

Engage in as much "what if" thinking as time and energy permit. It helps to think up many events that could happen in the future, many types of responses that you could make, and the consequences of those events and responses.

Two contingency planning methods are presented as exercises on the following pages.

Both of the exercises serve as tools for getting a P/I group to operate in a contingency planning mode. Adaptive planning requires flexibility and considerable "what if" thinking.

Quotation:

> "The main value of thinking about the future lies in how it influences decisions we make today."
>
> --Oskar Morgenstern

Exercise

The first exercise is "ANTICIPATION." It calls for each member to write a scenario on an issue that the group is feeling uncertain about. Writing a scenario is one way of exploring the future possibilities of an event. Anticipating these possibilities helps in planning for them.

After writing the scenarios, group members may share them and attempt to come to some resolution about the issue.

Exercise

The second exercise is "ISSUE TREES." It engages the individual or the whole group in "what if" thinking, given a particular event or decision, and facilitates analyzing the effects of the event or decision.

"ISSUE TREES" provides a means by which the P/I group can examine the implications of an event or a decision before it occurs.

DO

ANTICIPATION

(60-80 min)

1. WITH YOUR GROUP, SELECT AN ISSUE ABOUT WHICH YOU ARE FEELING UNCERTAIN. PICK A REAL, DISTINCT ONE.

   EXAMPLES:

   A. Inviting a new member into the P/I group -- What would happen if we asked Mr. Grumbly, President of the Bored Foundation, to join us in planning the new school?

   B. Staff-student decision making in the new school -- What would happen if people made their own decisions with two ground rules: It couldn't be harmful to anyone else, and it had to be recorded in the Decision Book at the school's main door?

2. WORKING INDIVIDUALLY OR IN SMALL GROUPS, WRITE A SCENARIO THAT WOULD EXPLORE YOUR ISSUE. MAKE SURE IT INCLUDES THE FOLLOWING:

   - Who all would be involved
   - How they would interact, what would happen
   - The good things about the situation
   - The bad things about the situation
   - Other important implications

3. DISCUSS EVERYBODY'S SCENARIO. CONSIDER THE IMPLICATIONS, SORT THEM OUT, AND SEE IF YOU CAN COME TO A PRACTICAL DECISION ON THE ISSUE ABOUT WHICH YOU WERE FEELING UNCERTAIN.

USE THE NEXT PAGE TO WRITE YOUR SCENARIO.

EXERCISE 7

ISSUE: ______________________________

SCENARIO:

DO

ISSUE TREES

(50-60 min)

Issue trees can be used in two ways: (1) Descriptively, as in "treeing out" a pre-existing discussion or article; and (2) creatively, when used as a tool to think through a problem or idea. An issue tree can be put aside and picked up later, without losing one's train of thought. They can be used to explain quickly one's reasoning to someone else. And they can be developed by individuals or by groups of people at different times and in different places by passing them along.

NOTE: Issue trees lay out issues. They do not generate decisions, but they do provide an aid for grasping the main points at stake.

1. WITH YOUR GROUP, CHOOSE AN ISSUE ABOUT WHICH YOU ARE UNCERTAIN. KEEP IN MIND THAT AN ACTIVE GROUP CAN GENERATE APPROXIMATELY 50-150 POINTS OF DETAIL PER HOUR. MAJOR ISSUES DEALT WITH IN DETAIL MAY RUN TO 10,000 OR MORE POINTS. CHOOSE A FAIRLY SIMPLE ISSUE FOR YOUR FIRST TRY.

   ISSUE: ____

2. WORKING ALONE OR WITH A SUB-GROUP, "TREE" THE ISSUE THAT YOU HAVE SELECTED.

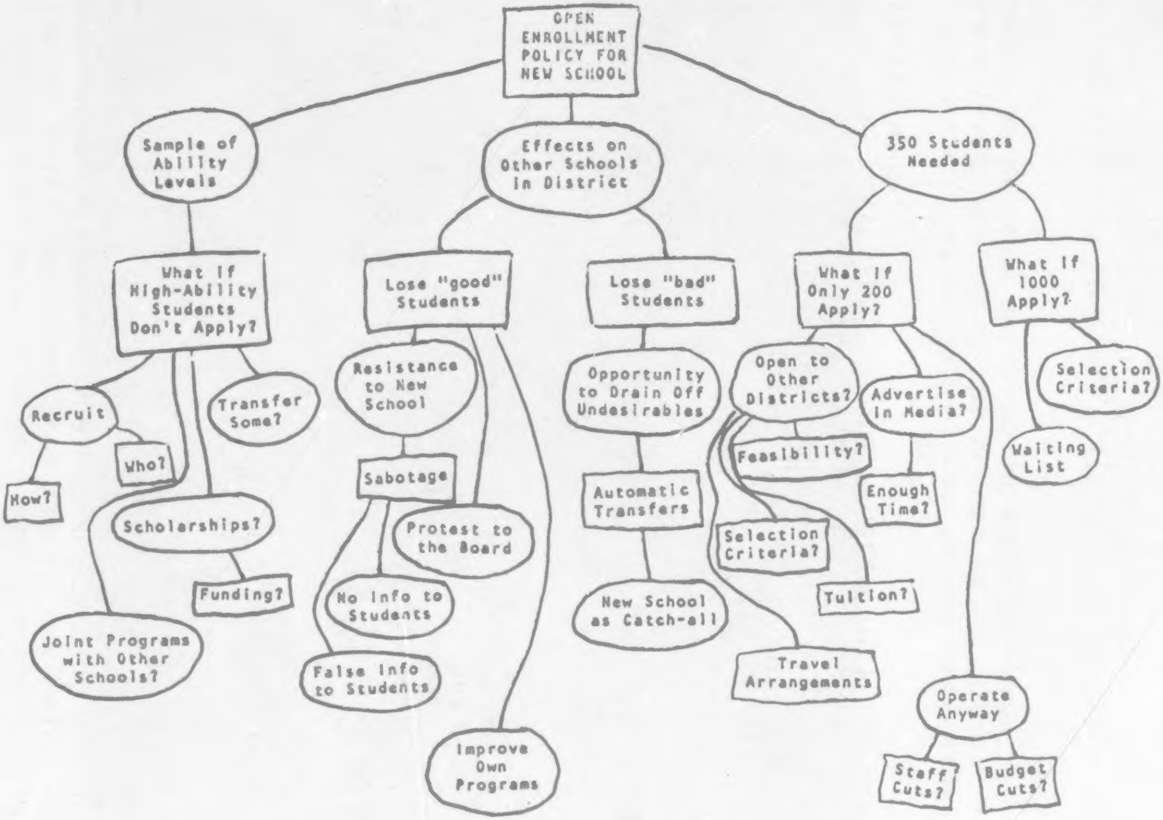
3. AFTER ABOUT 30 MINUTES, EXCHANGE TREES AND DISCUSS THEIR SIMILARITIES AND DIFFERENCES. IF YOU FEEL THAT THERE ARE MORE POINTS TO BE DETAILED, WORK ON THEM WITH OTHERS IN YOUR GROUP. YOU WILL END UP WITH A FAIRLY WELL DETAILED ISSUE THAT PERMITS YOU TO TAKE NOTE OF THE MANY SIDES OF THE PROBLEM THAT YOU ARE GRAPPLING WITH.

   See the example of an issue tree on the next page. It is a rough sketch of the points of an issue. You may want to be more detailed in your treatment of your issue.

   WITH THE PARTS OF AN ISSUE LAID OUT IN AN ISSUE TREE, THE NEXT STEP WOULD BE TO MAKE A DECISION. THAT STEP IS NOT COVERED IN THIS EXERCISE.

EXERCISE 8

EXAMPLE OF AN ISSUE TREE


OPEN ENROLLMENT POLICY FOR NEW SCHOOL
Sample of Ability Levels
Effects on Other Schools in District
350 Students Needed
What If High-Ability Students Don't Apply?
Lose "good" Students
Lose "bad" Students
What If Only 200 Apply?
What If 1000 Apply?
Recruit
Transfer Some?
Who?
How?
Scholarships?
Funding?
Joint Programs with Other Schools?
Resistance to New School
Sabotage
Protest to the Board
No Info to Students
False Info to Students
Improve Own Programs
Opportunity to Drain Off Undesirables
Automatic Transfers
New School as Catch-all
Open to Other Districts?
Advertise in Media?
Feasibility?
Selection Criteria?
Tuition?
Travel Arrangements
Enough Time?
Operate Anyway
Staff Cuts?
Budget Cuts?
Selection Criteria?
Waiting List

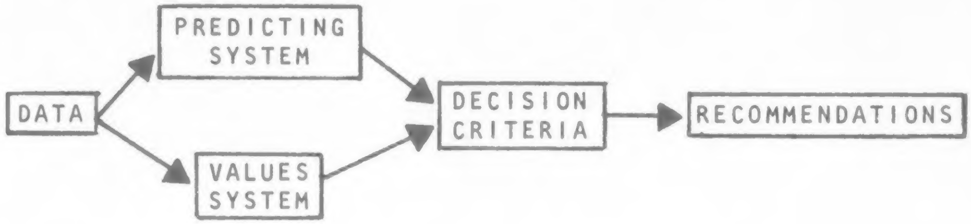
A FOLLOW-THROUGH MODEL FOR CONTINGENCY PLANNING

It's important to keep in mind the potential effects of your planning decisions, particularly on other activities and decisions that you're working with.

But don't go so far into the future with your analysis of possible effects that you get lost or, worse, committed to a particular decision because you've invested so much time in exploring it.

Be sure that you've built in a routine process for defining a problem, exploring it, considering possible solutions and their consequences, making a decision, taking action, and re-examining the effects after some allotted time.

A second decision-making model (the first was presented on pages 30-33) takes into account the kind of data that your issue tree might have surfaced. It is described below (Irwin and Bross, 1965).



The processes are described as:

DATA	Seek out and generate knowledge about the situation. Analyze the reality of it. What are some alternatives?
PREDICTING SYSTEM	Predict/calculate the "what ifs" -- What if they hit us with A? What happens if they do B and we respond with C?
VALUES SYSTEM	Keep in mind your educational goals and values.
DECISION CRITERIA	What does a "good" decision have to look like?
RECOMMENDATIONS	Select the best option from among the alternatives.

Here's an example of this model in action. The Westgate P/I group wanted to rezone the school district into four, evenly distributed groups of students for the four elementary schools, including two new ones.

DATA

At the January 20 meeting there was discussion of the previous night's public Board meeting on rezoning. The report was that a "hard core" group of 25 or so vocal parents was leading a relatively small proportion of parents who were resistant to the proposed rezoning. These parents contended that the Board and the administrators were thinking only of balancing the size of the districts, but were failing to consider the human needs of the children. The parents suggested that the zoning should stay just as it was. They also recommended that a poll of all parents whose children would be involved be taken to find out their opinions.

The Superintendent recommended that the P/I group: (1) develop alternative rezoning plans, explaining the anticipated consequences of each alternative; (2) consider developing a longer term proposal (three or four years); and (3) give consideration to the suggested parent poll.

The Board promised a decision on the rezoning proposal by the end of February.

PREDICTION SYSTEM

The calculation and prediction that occurred in the P/I group over the next month or so was extremely complex. Here are some of the points that were projected:

- *What if the Board delays action on rezoning and then candidates in the upcoming Board election are able to make this into a campaign issue?*
- *What if we took a poll of parents and only 10 percent came up in favor of rezoning?*
- *What are the Board's true opinions on this issue, aside from what is expressed in open meetings? What action can we expect from the Board?*
- *What if our rezoning proposal is defeated and we are confronted with two beautiful, new, and half-empty schools?*
- *What if a rezoning proposal is enacted which leaves us with such an uneven student enrollment distribution that we are forced to use multi-age grouping? How would we separate the grade levels? What would be parents' reactions?*

Out of all the calculations, a list of 16 alternative rezoning plans was submitted to the Board for its consideration. The favored alternative of the P/I group was "B":

- *What if we allow next year's sixth graders to remain in their current school and have every other student stick to the rezoning plan? What effect would this have on our numbers? What if we said the same thing to their younger siblings, so that no family could complain about complicated transportation?*

  And, what effect would there be on our original proposal if we changed a certain boundary by two blocks? How many kids would be involved?

VALUES SYSTEM

The important values at stake seemed to be: Maintenance of administrative control; minimization of conflict between schools and community; protection of the original vision of moderately innovative, open space educational programs.

DECISION CRITERIA

The most important consideration was that any decision would have to be attractive to the public without sacrificing what, in the administrators' professional judgment, was best for the whole district. Specifically, this meant that the two new school facilities should be fully utilized and that School #1 should not continue to have disproportionately more students.

RECOMMENDATIONS

The two decisions the P/I group made were: NOT to take a poll of parents and to submit a number of alternative plans to the Board. At the same time, the P/I group would lobby for their favored "B" choice.

OUTCOME

The Board approved Plan "B"; and the parents accepted it.

IN WHAT WAYS CAN THIS FOLLOW-THROUGH MODEL FOR CONTINGENCY PLANNING HELP YOU IN YOUR PLANNING?

HOW CAN THE P/I GROUP USE CONSULTANTS?

Sometimes P/I groups concentrate so much on their planning work that they have a hard time seeing the whole picture. It's the forest and the trees problem. It is especially prevalent in the early stages of planning.

Often, it's much easier for an outsider to spot trends, meta-goals, large issues, implicit problems, budding conflicts, and points of stress long before insiders can. On the other hand, using outside consultants may not be so useful, particularly if they're off target and take up precious time.

Some P/I groups are resistant to help. They may not want to take the time or trouble. They may believe that they have all of the expertise that's needed to do the job. Sometimes they feel too vulnerable and threatened to involve outsiders.

Other P/I groups like to get data from outsiders on how they're functioning so that they can self-correct as they go along. They may recognize certain troublesome areas and seek help. They may want reassurance that they're "doing things right."

Good consultants can help P/I groups:

- To deal with their immediate problems
- To learn about coping with such problems in the future
- To locate other consulting resources that might be needed at some time

This section of Module 3 is divided into three parts: Areas in which consultants may be used; phases of a consulting relationship; and considerations in selecting consultants. They are treated in turn.

AREAS IN WHICH CONSULTANTS MAY BE USED

Listed below are eight main areas in which P/I groups might call upon consultants for help. They are group building, overall process, planning/implementation linkage, political realities, power strategies, organizational design, content and methods of educational program, and other resources.

- GROUP BUILDING.

  Help group to select a suitable decision-making method.

  Build group norms to support members' expression of feelings.

  Teach methods for reducing uncertainty.

  Encourage moderate risk taking, with good feedback paths built in.

  Help group develop ways to be socially supportive and to protect members against feelings of isolation.

  Teach methods of debriefing after meetings in order to air the strong and weak points.

- OVERALL PROCESS.

  Teach group about overall planning (making a plan for planning) by slowing them down from short-run task work to look at long-run strategies.

  Help group to find balance between process work and task work.

  Help group to map the whole task so that it is possible to see how "A" affects "B" which then leads to "C" and perhaps "D."

  Involve the whole group in mapping this process so that everyone comes to "own" the P/I work.

  Help group to clarify the overall vision for the new school; this may involve reality testing, confronting and challenging each other's assumptions and unquestioned ideals in order to get a well-focused image that will guide everything else that is decided.

- PLANNING/IMPLEMENTATION LINKAGE.

  Help group to view the planning and the implementation activities as phases in one whole process.

  Help to build linkages between the two phases.

  Help to develop ownership of the project among implementers who may not have been involved in its planning.

Help to plan methods of integrating later staff with pioneering staff.

Help to map out some of the first tasks of the implementers so as to get them on board faster and to provide some "handles" for them to grasp onto.

- POLITICAL REALITIES.

  Help group to define its identity, territory, and boundaries so that it can function better in its political environment.

  Help group to focus on possible linkages to outside resource pool: Involving new and powerful members; developing reliable information channels; avoiding the tendency to close up to satisfy own social support needs.

- POWER STRATEGIES.

  Help group to diagnose and explore power situation of the members vis-a-vis actors in the environment.

  Help group to clarify own internal power structure, since external effectiveness requires internal clarity.

  Advise on the development of strategies and tactics for achieving desired ends.

  Aid in identifying needed legal/administrative/political expertise.

- ORGANIZATIONAL DESIGN.

  Help group to map out a governance structure for the new school.

  Suggest conflict management models for the school.

  Advise on internal and external feedback mechanisms to provide data for self-renewal in the new school.

  Help group establish problem-solving methods for the new school to use.

  Suggest types of staff development programs to be built into school operations.

- CONTENT AND METHODS OF EDUCATIONAL PROGRAM.

  Suggest readings and workshops in innovative curriculum and methods areas.

  Help group determine viable staffing patterns and organizations for instruction.

  Help group find available resources for new school.

  Help group to develop methods of evaluation as guidelines for staff (of program, of staff, of students).

- OTHER RESOURCES.

  Help group to identify types of needed expertise and resources.

  Suggest possible sources of help.

  Provide some of the needed connections to these sources.

These are some of the areas in which consultants can be of help to P/I groups. Perhaps you can think of other areas.

▶ PHASES OF A CONSULTING RELATIONSHIP

There are six major phases in a consultant-client relationship. They are discussed briefly below.

- INITIAL CONTACT AND ENTRY.

  During this phase the consultant normally attempts to accomplish the following:

  --Listen to the group's perceptions of what the problems and needs are
  --Ask questions that will probe further into the main difficulties
  --Determine if the group exhibits a readiness for change
  --Establish his/her credibility as a potential source of help for the group
  --Explore compatibility of him/her and the group
  --Reassure the group that the problems can be solved

- FORMULATE A CONTRACT AND ESTABLISH A HELPING RELATIONSHIP.

  The following outcomes are expected at the completion of this phase:

  --The consultant and group have tested compatibility and skills of collaboration; they feel satisfied.
  --The consultant and group have defined a satisfactory division of labor.
  --The consultant and group have established suitable outcomes and accountability.
  --The consultant has clarified the limitations of his/her resources.
  --The consultant has clarified how much time and energy (s)he can make available for working with the group.
  --The consultant and group have agreed to financial terms.

- PROBLEM IDENTIFICATION AND DIAGNOSIS.

  In this phase the consultant works diligently at collecting data and diagnosing need areas. A number of methods will be used, including interviews of key actors, report reading, questionnaires, and observations of meetings, etc. The consultant will try to do the following:

  --Get members to question their assumptions about the sources of difficulty
  --Gain group acceptance of the need to carry out an objective fact-finding excursion
  --Involve the group in the data collection and diagnosis process
  --Get commitment of members to spending the time and energy needed for the process
  --Arrange for key people to review the data and think of implications for next steps

- GOAL SETTING AND PLANNING.

  During this phase the consultant will help the group to:

  --Project a desired future based on its educational values
  --Determine probable consequences of various alternatives
  --Develop concrete, measurable goal statements
  --Involve all of its members in goal setting and planning
  --Reality test its plans
  --Use resources outside of its own boundaries

- PUTTING PLANS INTO ACTION.

  Implementing plans calls for the following activities, which the consultant will help the group to manage:

  --Effective involvement, briefing, preparation for everybody
  --Developing ownership in implementing the plan
  --Establishing procedures for getting feedback on the implementation activities and for using such data for self-correction
  --Using support systems and other resources as needed
  --Celebrating accomplishment of each target activity as a means of building commitment and "groupness"

- CONTRACT COMPLETION.

  Upon completing the contract, the consultant will begin to withdraw from the group arena by helping the group to:

  --Build self-direction and internal support
  --Find ways to get outside support only periodically
  --Understand ongoing and potential needs for external help and learn ways for getting such assistance
  --Celebrate completion of the contract

These phases may help you to know what to expect in a consulting relationship and to start thinking of ways in which you can facilitate the whole process.

▶ CONSIDERATIONS IN SELECTING CONSULTANTS

If you are thinking about using a consultant, the following ideas may be of some help to you in making a selection.

1. Do some advance thinking about why you think you want a consultant. Be specific about what you think are the problems. Write them down.

2. Outline what you think it is important for the consultant to know. The consultant is trained in finding out the salient features; but you can facilitate the process and, at the same time, check your impressions about the consultant's question-asking skills.

3. Ask trusted informants to recommend several consultants qualified to help in your problem area.

4. Invite the favored consultant for an exploratory meeting. Be prepared to pay a consulting fee for this meeting since it represents putting the consultant to work.

5. Note the kinds of diagnostic questions the consultant asks. Are they reasonable and on target? Do they unearth some basic issues?

6. Note the consultant's frame of reference and the types of information he/she observes and reacts to. Is the consultant too limited (or too global) for your needs?

7. How would you judge the consultant's interpersonal competence? This factor, plus the consultant's personal style, is an important determinant of how well the consultant and the group can expect to work together.

8. Does the consultant use a wide array of techniques or do you get the feeling that (s)he relies on one or two and doesn't adapt to changing circumstances? The ability to vary approaches according to the context is important to a well-tuned, successful collaboration.

9. Do you feel that the consultant is interested in your problem area and can get involved in helping you solve it?

10. Does the consultant communicate clearly so that no ambiguity exists?

11. Is the consultant too quick to state the causes of the problems that are being discussed?

12. Does the consultant try to sell you too much on his/her qualifications?

13. Can you anticipate working with this person for a period of time and feel some trust, confidence, excitement?

14. Can you work out a satisfactory financial agreement?

Sometimes it is necessary to interview more than one consultant before finding the one that is right for your group. These interviews, by the way, should include all members of the P/I group: Selecting a consultant is a group decision.

Exercise

On the next page is an exercise, "DO WE WANT HELP?," which will aid your group in determining if it wants to seek consulting help and in airing any resistance to doing so.

DO WE WANT HELP?

(60-70 min)

1. WORKING AS A GROUP, CONSIDER THE QUESTION: "DO WE HAVE THE TIME AND THE MOTIVATION TO WORK WITH A CONSULTANT TO IMPROVE OUR FUNCTIONING?"

2. ON NEWSPRINT, MAKE TWO COLUMNS:

REASONS FOR	REASONS AGAINST

3. BRAINSTORM A LIST OF REASONS IN EACH COLUMN.

4. WHEN YOU HAVE FINISHED THE TWO LISTS, GO BACK AND CHECK THOSE THAT ARE TRUE FOR EACH MEMBER.

5. ASSIGN A VALUE WEIGHT (1 = VERY IMPORTANT; 5 = NOT IMPORTANT) TO EACH CHECKED ITEM.

6. USE THE LISTS AS A BASIS FOR DISCUSSION.

7. MAKE A DECISION (IT CAN BE A TENTATIVE ONE) ABOUT WHETHER OR NOT TO SEEK CONSULTING HELP NOW. REMEMBER TO RE-EXAMINE YOUR DECISION LATER ON.

EXERCISE 9

A PLAN FOR PLANNING

4

WHAT GOES INTO A PLAN FOR PLANNING?
HOW CAN THE P/I GROUP MAKE A PLAN FOR PLANNING?

When we speak of planning *for* the ongoing planning, we might also use the term "meta-planning." The plan for planning, or the "meta-plan," influences the stream of planning activities. It is different from the day-to-day tasks of planning in that it *directs* these tasks. "Meta" means "in front of"; the meta-plan precedes the plan. A good meta-plan will enable you to complete the planning that eventually will serve to guide the next generation of planners (the implementers of the school) as they set into place the new school.

If you are successful planners, you will achieve:

- Adequate financial resources for planning and operation
- Environmental endorsement for the new school
- "Good" planning/implementation decisions
- "Owned" planning/implementation decisions

The above *intermediate* outcomes are prerequisites for the *final* outcomes that you and your group have been striving for:

- An operating school that is congruent with the goals that you set for it
- A new school staff with a problem-coping ability that resolves difficulties with a reasonable expenditure of energy
- Stakeholder satisfaction, indicating that people feel good about the new school and what it's doing
- Goal achievement -- the implemented school is actually doing what it is supposed to do!

Exercise

On the next page is a short warm-up exercise called "A BAD DREAM." It is intended to put you in the role of a teacher in the new school temporarily before you resume your planning activities.

Relax and let your imagination run free. When you have answered the two questions, share your responses with others in your group.

DO

A BAD DREAM

(15-20 min)

1. IMAGINE THAT YOU ARE A TEACHER IN THE NEW SCHOOL. YOU WAKE UP ONE NIGHT IN THE MIDST OF A BAD DREAM ABOUT SOMETHING THAT WAS HAPPENING AT SCHOOL.

   A. WHAT WAS IT?

   B. WHAT CAN YOU (AS A PLANNER) DO TO HELP PREVENT THAT KIND OF THING FROM HAPPENING?

2. WRITE YOUR ANSWERS TO "A" AND "B" IN THE SPACE BELOW.

3. THEN DISCUSS THEM WITH THE REST OF YOUR GROUP.

EXERCISE 10

WHAT GOES INTO A PLAN FOR PLANNING?

The planning and implementation of a new school comprise a complex set of activities that occur over an extended period of time, often several years.

Many different actors move in and out of the P/I group as the new school slowly comes into focus from its initial, rough sketch through design and staffing to detailed planning, start-up, early operation, and eventually stabilization. The new school doesn't burst into existence. The enabling activities can be at the same time arduous, disappointing, and thoroughly exciting.

With this juxtaposition of different people, different tasks, and various timelines, it makes sense that some overall strategy for planning be put into use. This "plan for planning" or "meta-plan" serves as a guide for what has to happen, who should be doing it, and by what time it must be done.

The "plan for planning" should include:

- Who should be in the P/I group and what should guide its change and expansion over time
- Timetabling of important milestones such as funding approval, selection of a principal, staff selection and training
- How data will be used to guide the P/I work
- How planning and implementation will be linked
- How rough or specific the design for the new school will be
- How the school will adapt to its environmental realities

Looked at individually, these pieces of a plan for planning seem difficult enough to handle. Doing all of them may be more than any one person could face.

Having a P/I group thus begins to make great sense: People share the difficulties and bring a variety of skills and resources for taking on this mammoth task.

As new people join the P/I group, it is important to acquaint them with the history of the planning/implementation activities that have been charted and started. Not only does this familiarize the new members with important values, approaches, strengths, and weaknesses that reside in the P/I group, but it also serves the purpose of reinforcing group direction and building commitment among the members who have been working together.

While trees are interesting and valuable in their own right, it helps to take in the forest often so as to maintain that sense of perspective that indicates the whole of the work and the progress that has been made.

The task areas that make up a plan for planning offer that airplane view of the forest.

The P/I group's ability to cover the ground in its plan for planning determines the smoothness of the effort. It may well be responsible for the success or the failure of the venture.

These tasks comprising a plan for planning have been treated in more detail in other places:

- P/I group composition -- see Module 1 of this guide entitled "The P/I Group Gets Together"
- Use of data -- see Module 3 of this guide entitled "Adaptive Planning"
- P/I linkage -- see Guide 4: Making Your School Work
- Design specificity -- see Guide 2: Designing Your School
- Adapting to environment -- see Guide 4: Making Your School Work

HOW CAN THE P/I GROUP MAKE A PLAN FOR PLANNING?

The scope of your planning task is comprehensive. You are not solving one problem, but many. Therefore, all of the pieces must fit together in coherent fashion.

You will recall the primary tasks outlined earlier:

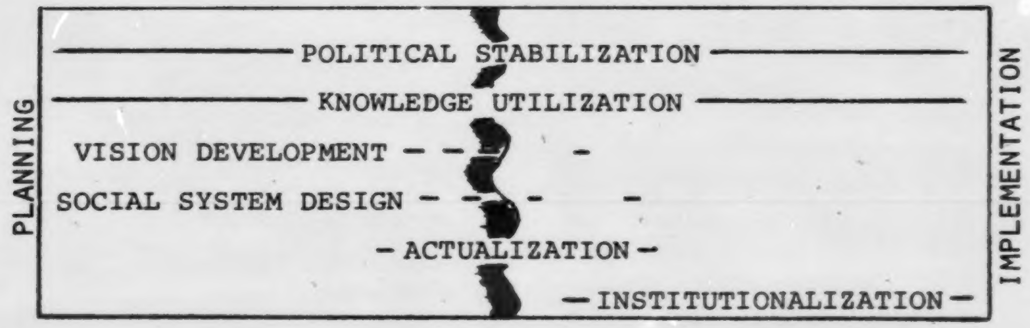
- POLITICAL STABILIZATION
- KNOWLEDGE UTILIZATION
- VISION DEVELOPMENT
- SOCIAL SYSTEM DESIGN
- ACTUALIZATION OF THE SCHOOL
- INSTITUTIONALIZATION OF THE SCHOOL

The first two tasks occur throughout the planning and implementation phases.

The next two tasks tend to occur in the planning phase, but they can be revised later as new data is used.

Actualization occurs in the late planning and early implementation stage, though it may continue for a while afterwards until all of the pieces are in place.

Institutionalization gets under way after implementation has begun and the school is settling in and working out its system bugs.


PLANNING
POLITICAL STABILIZATION
KNOWLEDGE UTILIZATION
VISION DEVELOPMENT
SOCIAL SYSTEM DESIGN
ACTUALIZATION
INSTITUTIONALIZATION
IMPLEMENTATION

Exercise

Beginning on the next page is "MAKE YOUR PLAN FOR PLANNING." This exercise consists of several parts, which are to be completed by the whole group or by sub-groups.

It is designed to give you the opportunity to lay out the activities for each of the primary tasks (see page 107), to estimate timelines for the activities, and to determine a division of labor for carrying out the activities.

Note that the timelines serve only as a guide for you to use or decide not to use later on in your planning. Sometimes they are an efficient way of planning and scheduling. Other times they increase the anxiety levels of people who are already faced with a complex set of tasks. Use them in whatever way is best for your situation.

You might also elect to do two timelines: One for immediate goals, strategies for reaching them, and appropriate milestones; and a second for longer-range goals, strategies, and milestones. Decide this issue with your group and assign people to one group or the other if you wish to do two sets.

Exercise

The final exercise in this guide is "SEND A MEMO TO YOURSELVES," which directly follows the above exercise.

"SEND A MEMO TO YOURSELVES" asks you to state the merits of your plan for planning as a means of recognizing the hard work and good efforts that went into it.

A variation on this exercise would be to do it before you do "MAKE YOUR PLAN FOR PLANNING," so that the memo could serve as a guide or set of criteria for your plan for planning.

DO

MAKE YOUR PLAN FOR PLANNING

(3-4 hrs)

1. LOOK AT THE PRIMARY TASKS LISTED ON PAGE 107.
2. DIVIDE INTO SUB-GROUPS, ONE FOR EACH OF THE PRIMARY TASKS.
3. EACH SUB-GROUP WILL BRAINSTORM A LIST OF ACTIVITIES THAT SHOULD BE CARRIED OUT IN ITS PARTICULAR PRIMARY TASK AREA.

FOR EXAMPLE: Under "Political Stabilization," you might include such activities as:

- Present school plan to the Board
- Submit budget to the Superintendent
- Get endorsement from teachers union

USE THE SPACE BELOW TO JOT DOWN THOSE ACTIVITIES THAT YOU THINK OF.

- ACTIVITIES OF PRIMARY TASK ______________________

EXERCISE 11

(CONTINUED)

4. WHEN ALL OF THE SUB-GROUPS HAVE COMPLETED THEIR LISTS OF ACTIVITIES, EXCHANGE THEM. TRY TO ADD MORE ACTIVITIES TO THE OTHER SUB-GROUP'S LIST.

5. DISCUSS YOUR ADDITIONS OR CHANGES WITH THE ORIGINATOR SUB-GROUP OF THE LIST THAT YOU REVISED.

6. SWITCH LISTS WITH STILL ANOTHER SUB-GROUP IF YOU WISH.

7. WHEN YOU GET YOUR OWN LIST OF ACTIVITIES BACK, WRITE IN THE NEW OR REVISED ACTIVITIES IN THE SPACE BELOW.

- ADDITIONAL ACTIVITIES OF TASK ______________________

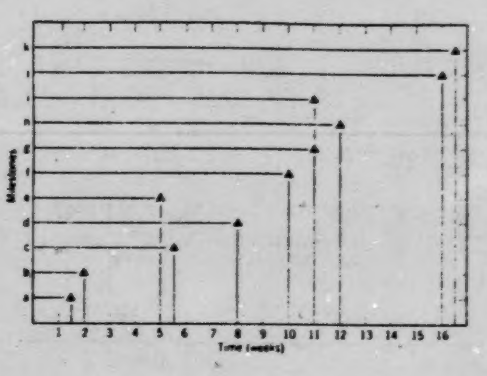
(CONTINUED)

8. NOW THAT EACH SUB-GROUP HAS A REVISED LIST OF ACTIVITIES FOR ITS PRIMARY TASK, GET THE WHOLE GROUP TOGETHER. STAR THE BEST OR "MOST OWNED" IDEAS ON EACH LIST.

9. BREAK INTO SUB-GROUPS AGAIN AND CHART AN ESTIMATED TIMELINE FOR EACH STARRED ACTIVITY ON YOUR LIST.

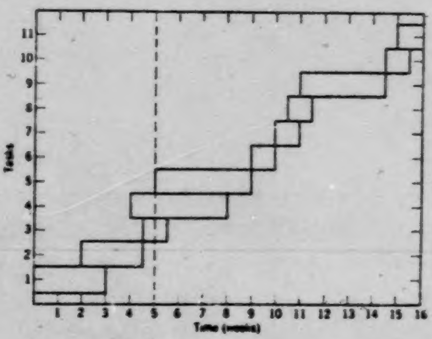
   Use a MILESTONE CHART if you wish to show only the time by which the activity should be accomplished. A milestone chart does not indicate when an activity starts, or how long it continues. It simply tells you when it should be finished.

   A MILESTONE CHART LOOKS LIKE THIS WHEN COMPLETED:



   Use a GANTT CHART if you want to show when an activity starts, how long it continues, and when the work should be completed. It allows you to see the work pieces in relation to each other.

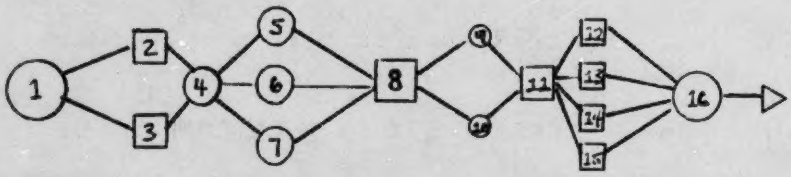
   A GANTT CHART LOOKS LIKE THIS WHEN COMPLETED:



(CONTINUED)

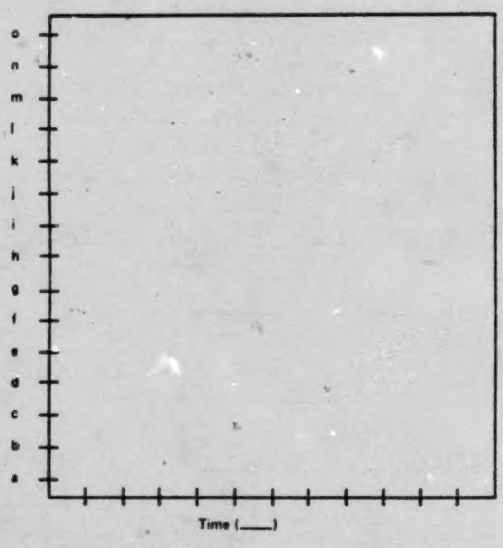
Use a simple **PERT CHART** if you want to show which activities lead to which other activities over a span of time. It allows you to check your progress in terms of which activities have been completed and which associated activities remain to be done. You can make a simple PERT chart by writing activities on cards, taping them to the wall, and drawing lines to show what leads to what.

A SIMPLE PERT CHART LOOKS LIKE THIS WHEN COMPLETED:



10. NOW, USING THE MODEL BELOW OR THE PERT CHART MODEL, TRANSFER IT TO A SHEET OF NEWSPRINT. LIST ALL OF YOUR ACTIVITIES ON THE LEFT SIDE AND YOUR TIME PERIODS (MONTHS, WEEKS) ALONG THE BOTTOM.

IF YOU'RE DOING A GANTT CHART, ESTIMATE WHEN EACH ONE WILL START AND WHEN IT SHOULD BE COMPLETED.



(CONTINUED)

11. WHEN YOU HAVE COMPLETED YOUR PRELIMINARY CHART, AND FEEL SATISFIED WITH IT, INDICATE TO THE WHOLE GROUP THAT YOU ARE FINISHED.

12. WHEN ALL OF THE CHARTS ARE FINISHED, GET TOGETHER AND DISCUSS EACH ONE. THIS IS THE TIME TO DELETE AND/OR ADD ACTIVITIES, REVISE TIMELINES, AND GET A GOOD SENSE OF EACH TASK AREA.

13. WHEN THE WHOLE GROUP IS REASONABLY SATISFIED WITH THE SIX CHARTS, SUPERIMPOSE THEM ALL UPON ONE ANOTHER SO THAT THE RESULT IS A BIG CHART LISTING ALL OF THE ACTIVITIES OF THE SIX TASK AREAS. YOU'LL NEED SCISSORS AND TAPE FOR THIS JOB. PLENTY OF WALL SPACE TOO.

    THIS BIG CHART WILL SERVE AS YOUR GUIDE THROUGH TASKS AND TIME. YOU WILL ALTER IT IN MANY WAYS -- ADDING, DELETING, AND REVISING ACTIVITIES OR TIMELINES -- BUT IT IS A GOOD STARTING POINT.

14. IT MAY HELP TO DECIDE WHO IN THE GROUP WILL DO WHAT. WHAT DIVISION OF LABOR WILL BEST SERVE THE NEEDS OF THE GROUP AND THE PURPOSES OF THE PROJECT?

    You might, for example, divide into a DESIGN COMMITTEE to work out educational values, goals, vision, linkage, staffing, and organization. A SUPPORT COMMITTEE could seek areas of potential resources, influential people, set timing of particular activities that rely upon environmentally determined deadlines (funding proposal dates), develop strategies and tactics for use with environment agencies, and establish a PR image of the P/I group and the new school.

    You might decide to work together as a whole.

    You could use a shared leadership model with individuals or pairs taking responsibility for certain issues.

    You might set up ad hoc committees to tackle issues.

    - DISCUSS HOW TO HANDLE THE WORK FLOW AND COME TO SOME AGREEMENTS ON WHO WILL TAKE RESPONSIBILITY FOR WHAT. LIST THEM.

    - REMEMBER THAT YOU CAN ALWAYS RE-NEGOTIATE THE AGREEMENTS IF THEY DON'T WORK WELL ENOUGH.

DO

SEND A MEMO TO YOURSELVES (10-15 min)

SEND A MEMO TO YOURSELVES STATING WHY THIS IS SUCH A GREAT PLAN FOR PLANNING. COPY THE MEMO AND POST IT WHEREVER YOUR P/I GROUP GETS TOGETHER.

MEMORANDUM

DATE: RE:

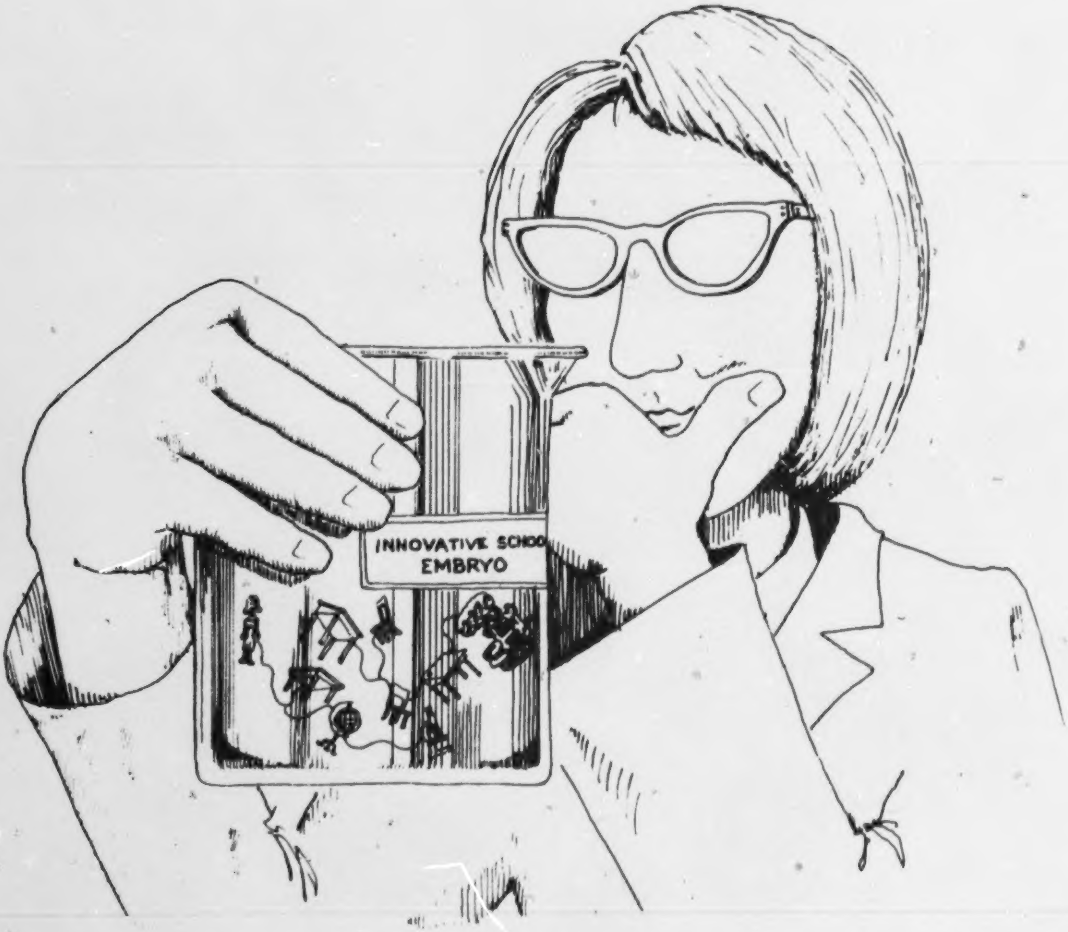
TO:

FROM:

EXERCISE 12

Epilogue

Creating A New Setting


INNOVATIVE SCHOO
EMBRYO

EPILOGUE: CREATING A NEW SETTING

HOW RAVEN MADE THE WORLD*

I tell you about old man Raven. Hardly nobody remembers about Raven now but I remember lots of stories about him. I tell you some of those stories.

Raven's papa was a very high person. Nobody ever see him but like I tell you he was a very high person and Raven never did get to be such a high person as his papa. He's got a wicked heart that Raven has. He tricked lots of people and did some bad things and he's still doing it.

Nobody knows for sure about his mama. Some say she was the daughter of a chief and red-winged flickers lived under her arms. When she move around them birds fly out sometimes. That would be a fine thing to see I think. But she don't bring up her kid very good. Raven got into lots of mischief.

Back in this long time ago there wasn't any world. When Raven was just a little kid his papa promise him he's going to give him strength to make a world when he's grown up. So by and by Raven got big and biggety and he decide he don't need to know no more to make a world. He thought about how he would do that. Some days he thought he would do it one way and some days he thought he would do it another way. But nothing very good come to him. So he goes out to play on the wind like Raven does. He just slides down that wind. He fly along without moving his wings. He does that for a long time and -- BAM! -- he get this idea about how he's going to make his world. I don't know how come. Maybe his papa tell him.

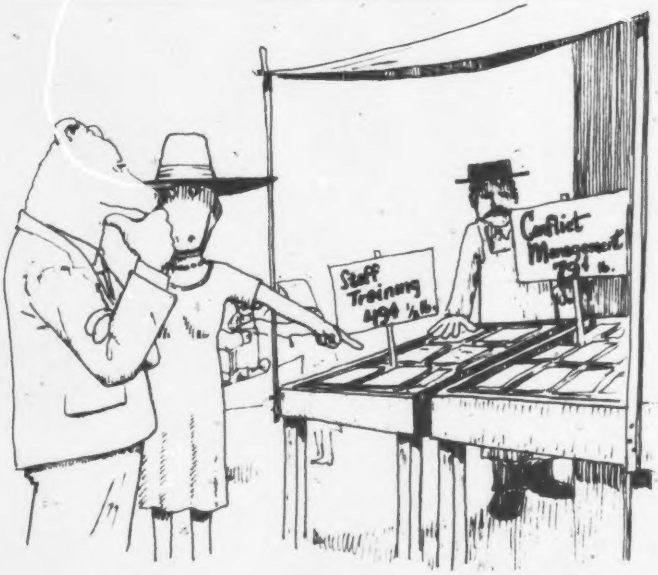
So Raven goes to a place where there's some dirt and rocks. But when he try to put them together to make a world they don't stick. That Raven he's got a temper.

---

* From "How Raven Made the World, and Other Stories," adapted by Dale De Armond in Raven. Edmonds, Washington: Alaska Northwest Publishing Company, 1976.

He kick them rocks and then he swear because he hurt his toes. But then he get another idea and he mix some water with the dirt to make it stick together. Oh, he work a long time on that world. He patted it and poked it. He rolled it round and round. He had an awful time with that world. Sometimes the mountains would fall off. The oceans ran over where he didn't want them. And sometimes he get real mad and kick the whole thing to pieces. But he always go back and put it together and by and by he get that world put together so it would stay. It was lumpy and bumpy and it sure don't look like what he had in mind when he start the job but he was good and tired of working on it. So he said the hell with it. And that's the way it stayed.

Resources


Staff Training 49¢ ½ lb.
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